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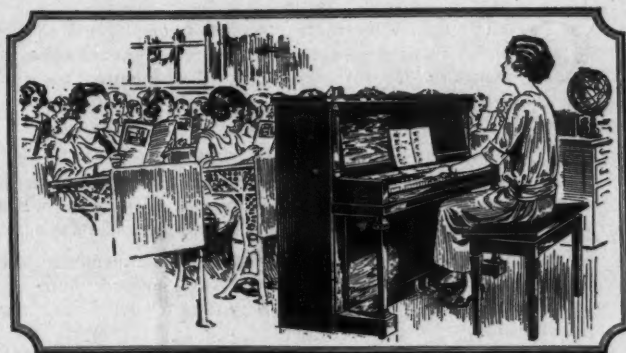
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We Believe in Number 26

CALIFORNIA Teachers Association during the past five years has given very careful thought to the matter of the re-organization of its State Department of Education. Upon the findings of the committee appointed by the president of the Association, an amendment to the Constitution of California, known as Amendment No. 26 (which will be No. 6 on the ballot) was proposed and passed at the last session of the Legislature.

The people of California will have the opportunity of deciding whether or not this amendment to the Constitution shall become effective. On November 6, 1928, they will vote as to whether or not they desire a re-organized state department.

We who are in association work believe that Amendment No. 26 is a forward step in the direction of a better school system than we heretofore have had. Every teacher in California, therefore, should urge the voters to stamp their mark of approval upon this Amendment.

We do not argue that California has not had good state superintendents of public instruction. We do not argue that the state boards of education have not been all that they should have been. We are not suggesting that the schools of California are not good schools—but we do believe that through the passage of this amendment the schools of California can be bettered.

We believe that a board of education, subject to constitutional provisions, which is not subject to the whims and caprices of succeeding administrations, will be a better board than a statutorily appointed one. We believe that a state director of education appointed by a constitutional board will be freer from political influence, and will be less dominated by a desire to keep politically right, than might otherwise be the case.

We have always felt that the state superintendent of public instruction, who is the highest educational officer of the state, should receive a salary adequate to the dignity of the position. The state superintendent of public instruction of California has never received a fair or reasonable salary.

Under the provisions of Amendment No. 26 (which will be No. 6 on the ballot), the state superintendent of public instruction of California can be paid a salary which will assure to the state the best possible official for the position.

There are many who maintain that an elective officer will respond more readily to the desires of the people of the commonwealth. We personally believe that an officer who fills so responsible a position as the state directorship of education of California must, because of his native intelligence, be responsive to the people. But, we believe that he should be absolutely independent in making his decisions. He can be more nearly independent as an appointive officer than he can be as an elective officer.

We do not fear that super-powers or arrogant assumptions will be made by an appointive official. We are confident that a man selected for the highest educational position of the State of California will listen to the desires of those who are capable of suggesting or initiating educational policies.

Amendment No. 26 is a forward step in the educational history of California. The teachers of this great western state should support it wholeheartedly and enthusiastically.

ROY W. CLOUD
State Executive Secretary

Why Amendment 26 Should Pass

A message of urgent importance to every person who is interested in the welfare of California's public schools.



EDUCATION is the biggest task confronting the State of California. Biggest in point of the number of people involved. Biggest in point of money expended. Biggest in point of the worth whileness of its successful accomplishment.

This tremendous undertaking that deals with more than thirty-five thousand teachers, with students numbering hundreds of thousands, and with money expenditures that run into millions—how is it controlled?

Education is a state function. The constitution and the laws of California are the sources of authority for our educational organization.

The state has delegated to school districts the immediate control of employment of teachers and the actual control of the details of the school. These districts vary in size from a tiny area with five children to the city of Los Angeles with thousands of children.

The state has retained in its own hands some of the functions of general control. The training and certification of teachers, the selection and approval of textbooks, the assisting in establishing better standards for school-house construction, physical and vocational education, and a host of other service duties, belong to the State Department of Education.

The State Department of Education is at present a "double-headed" organization. A State Board of Education is appointed by the governor and a State Superintendent elected by the people. The powers and rights conflict in numerous places. Everything works smoothly when the two parts of the system agree, but everything goes wrong when they refuse to agree.

Double-headed and Dangerous

For over two years California watched an expensive deadlock between Superintendent and Board. For example, the Superintendent has the right to nominate the presidents of the various State Teachers Colleges and the State Board elects. For two years the State Board refused to elect the nominees of the State Superintendent, and for two years the teacher-training institutions of San Jose and San Francisco were without official leadership.

It makes no difference who was right and who was wrong, this condition must be wiped out. Instead of a "double-headed" system, we must provide for **unified single control**.

SENATE Constitutional Amendment No. 26 (No. 6 on the Ballot) has been proposed to rectify the present dangerous situation. This amendment provides for a State Board of Education of ten members holding office for ten-year terms. Two members will be appointed in each odd numbered year. This State Board will be appointed by the governor with the approval of two-thirds of the Senate.

We will thus have a Board with a long enough term to give continuity of policy. True, the governor appoints, but he can not control this ten member Board unless he is re-elected, because he only appoints four of them during his four-year term. If a governor receives the approval of the people by re-election, then anyone who believes in democracy certainly would grant to him the right to control the appointments to this Board of Education.

The Legislature will then turn over to this State Board the employment and control of a Director of Education who will supersede and take the place of the present elected State Superintendent of Public Instruction.

Unity, Simplicity, Efficiency

The "double-headed" system thus will go and in its place will be a unified system. The Director of Education will be selected by the Board of Education upon his standing as an expert in educational affairs rather than upon his ability as a "vote-getter". This form of educational organization, a lay board with an appointed superintendent, is the one that is current in all city administration. This form of organization is practically universal in business.

The biggest task that the State has to perform should certainly be performed under a unified, single-headed, business-like organization. Let us see that Amendment No. 6 becomes law.—WALTER L. BACHRODT, *City Superintendent of Schools, San Jose, Chairman, California School Superintendents Committee on Promotion of Amendment Six.*

Objections to Constitutional Amendment 26

WILLIAM H. HANLON

Superintendent Contra Costa County Schools, Martinez



CERTAIN educational leaders in California are advocating an amendment to the State Constitution that will change the fundamental principles of school administration in California. This prospective amendment (known as Senate Constitutional Amendment No. 26) proposes that the State Superintendent shall be chosen by a State Board of Education appointed by the Governor.

The **objective** sought by this Amendment is very clearly desirable—a unification of the State Department of Education. For many years the State Superintendent has been elected by direct vote of the people, while his rightful assistants in the State Department of Education have been chosen by a State Board of Education appointed by the Governor.

The weakness of this procedure, as disclosed by the Richardson-Wood controversy of four years' duration, is obvious and should be remedied. Obviously the State Superintendent as the responsible head of the State Department of Education should name his own assistants. In no other way can unity and efficiency be secured. This **objective** is clear and right.

But the **procedure suggested** by Amendment 26 to attain this objective is not the only or best procedure available. These are fundamental objections to this double system of appointment. Many school people and many intelligent laymen believe that State Board of Education should be elected by the people, and that this State Board should appoint the State Superintendent.

The adherents of this plan suggest a State Board composed of eleven members—one from each Congressional district of the State. Let the people of these districts select men and women noted in their districts for marked civic service—men and women who would find their pay in the honor and satisfaction of serving their State in this important work. This plan would simply set aside the present **democratic** basis of electing the State Superintendent by direct vote of the people, in favor of a **representative** method of selection. All authority rests primarily with the people, and should be dele-

gated only when such action is clearly desirable.

And when authority is delegated, it should pass as directly as possible and for definite purposes—the more definite the better. Delegating **educational** authority to a State Board of Education elected by the people would be direct and definite—a true **representative** procedure. Why ignore this obvious step, and vest authority in the Governor?

Keep the Schools out of State Politics

The selection of the State Superintendent by a State Board of Education appointed by the Governor inevitably ties the schools into State politics rather than taking them out as is argued. Governors are elected on various issues—roads, labor, agriculture, religion, banks, etc. A governor may be quite satisfactory to the people on several important issues, and yet be unsatisfactory in his attitude toward education. For a present case in point, note Governor Hartley of Washington.

Only rarely is education the deciding issue in a gubernatorial campaign. In spite of the Richardson-Wood controversy, the deciding issue in the last gubernatorial campaign in California was not education. Who can say what the central issue will be in 1930? Yet the State's greatest social and financial interest is education. Fully one-half of all public funds expended in California are spent for schools.

Why tie this great interest up with minor issues, by making the State Superintendent the direct appointee of the Governor? Education is now fairly in the clear in California, non-partisan and directly responsive to the people. Why tie it into politics?

IT thus seems clear that the double system of **appointment** provided for in Amendment 26 is **undemocratic** and **dangerous**. Because of its tendency to involve the schools in politics, there are still firmer reasons for its rejection. We must consider the probable influence of the plan upon the State Superintendent himself and also on the people in their attitude toward education. A State Board of Education, however chosen, has two main functions in relation to the State Superintendent—to assist him in carrying out his plans for educational improvement throughout

*This is published at the request of Mr. Hanlon, representing a committee of superintendents, and is not an official statement of the C. T. A.

the State, and to counsel and check him when he makes mistakes.

Will he find such counsel in a State Board appointed by the Governor, or in the members of a State Board living in the several districts from which they have been elected and in which they are well known? Which set of men and women will be most responsive to the State Superintendent's plans, and which set can render the best assistance in carrying out these plans?

Wide-spread Objections to No. 26

In the second relation of the State Board to the State Superintendent, when the State Superintendent makes a mistake, which type of State Board will soonest get the reaction from the people and lead them to counsel their State Superintendent, a State Board of Education appointed by the Governor, or a State Board living close to the people who elected them?

Has the present State Board, appointed by the Governor, conveyed to the advocates of Amendment 26 the feeling of the people of the State? Yet there is wide-spread objection to the plan. Evidently this dissatisfaction has not reached the present State Board. Whether the movement is downward from the State Superintendent to enlist the support of the people for his educational policies, or upward from the people to advise of their wishes in educational policies, surely the State Board chosen by the people and responsive to the people is best.

The fundamental human problem in successful school administration is **responsiveness**. And **responsiveness** goes both ways. The Superintendent who would have his city, county, or state **responsive** to him must first be **responsive** to his people. The real job of every Superintendent is to take his people into his confidence and win them to his policies. The teaching staff may educate the children in the schools, but the successful superintendent leads the parents to appreciate, support, and demand better educational facilities. The superintendent knows that the schools will be just as good as the people want, and no better. He works with the people straight and **aboveboard**, to lead them to want better schools. He thinks of the schools as the schools of the people, and of his own position as a trust from the people. He does not think of himself as a doctor dealing with ignorant patients. Still less does he regard himself as a bishop laying down the law for his followers.

Right at this point many superintendents make trouble for themselves—their attitude toward their people lacks **responsiveness**. When a superintendent loses faith in his people, he will fail

as a leader. Great superintendents always have this faith, based on their **responsiveness** to the people and the people's **responsiveness** to them. Every great State Superintendent will take his mandate from the people either by direct election or through a State Board chosen by the people. We want this double **responsiveness** in California, not double appointment.

Mistrust of the People

The present proposal to remove the State Superintendent from direct contact with the people through a double system of appointment is based on a mistrust of the peoples' ability to select capable representatives. Educational progress does not lie in that direction.

The greatest justification for public education at the expense of all is that it will function to elevate the level of enlightenment of the whole mass that the democracy will function more perfectly.

Delegating authority away from the people to central bodies means less interest and less participation in public affairs by the citizen and the vesting of all vital powers in bureaucracies entrenched several lines of political ramparts from which it is next to impossible to rout them. We want no educational bureaucracy at Sacramento.

We want a system that will insure the appointment of a man **responsive** to his people, that his people may be **responsive** to him as the educational leader of the State. For the attitude of the people constitutes the other half of the problem of successful school administration. The people must be **responsive**, and they nearly always are under intelligent sympathetic leadership.

If the Superintendent maintains close contact with the people, through a State Board of Education springing directly from the people, there will be no lack of support for sound educational policies. Increased taxes for school purposes will be forthcoming, when necessary, and school bonds will be cheerfully voted. The people will meet the Superintendent half-way every time. Their measure of **responsiveness** to him will correspond exactly with his measure of **responsiveness** to them.

Therefore we should set up a system of choosing the State Superintendent that fosters rather than destroys **responsiveness**. Clearly the system should check bureaucratic tendencies and foster **responsiveness**. Surely this desired system is found in a State Board elected by the people

rather than in a State Board appointed by the Governor.

Flattery and Insult

What are the answers to these fundamental objections to Amendment 26? Its sponsors admit that a State Board of Education elected by the people would be a better State Board than one appointed by the Governor, **provided** the people would really elect the State Board. Then it is explained that a group of companies having commercial interests in a phase of the State school system would really elect the State Board.

While it is unduly flattering to a group of men who have little political influence, it is deeply insulting to the electorate of California.

This low estimate of the intelligence and character of the average voter of California throws a great white light on the preference for the double appointment plan.

The next answer is that the State Legislature would refuse to sanction a State Board elected by the people. Was such a proposal made to the last Legislature? We believe such a proposal would have been accepted more readily than the one finally embodied in the proposed Amendment 26. The provision that the Senate must confirm the Governor's nominees for the State Board of Education by a two-thirds vote is offered as an assurance that would "preserve in effect the voice of the people." Will it?

Is there any adult even slightly acquainted with state politics who does not appreciate that we have either one of two situations during a session of the legislature. If the majority is of the same political faction as the Governor his program goes through in a most perfunctory manner. If of opposite political faith endless bickering would result. Political advantage and not the "voice of the people" would be the issue.

IF the people are not to be trusted to delegate educational authority directly to representatives for educational purposes, but are to give a blanket authority covering education to the Governor, do not dissipate and weaken the Governor's responsibility for educational welfare. Omit the State Board entirely, and let the Governor name the State Superintendent direct. If the State Superintendent then fails to make good, the people can hold the Governor responsible.

26 Puts the Schools Into Politics

A double system of appointment permits indefinite failure to assume responsibility, thereby

making it difficult to localize responsibility. Amendment 26 is due to a desire to follow educational leadership during the last Legislature, and not to any attempt on the part of the Legislature to shape the Amendment to their views. The school forces did not submit the right proposal to the Legislature.

The third argument for Amendment 26 is that it will take the schools out of politics. The provision that the ten members of the Board shall be appointed for a term of seven years is offered to prevent the school system being made a part of any Governor's political machine. Does anyone doubt from past political history the power of a strong Governor to "get rid" of appointees of a previous administration by methods found effective in the past?

Suppose, however, that the scheme of Amendment 26 works as its sponsors plan, that a State Board of Education and State Superintendent (Director) become superior in tenure to the Governor and beyond the direct control of the electors (Governors could be changed without affecting the State School Administration) what condition would the electors face?

Is it not conceivable that a condition arise wherein the people might wish to change a state school administration without the necessity of electing two successive Governors to carry out their desires? Need anything further be said on this point? The schools should not be taken entirely out of politics as they spring from the people and are an intimate part of the life of the people.

But some measures are better designed than others to lessen political influence in our school system. A state Board of Education, representing the several sections of our great State, would be a harder Board to "program" than a State Board appointed by the Governor. "Program" the Governor, and the State Board of Education and the State Superintendent will respond. But the very diversity of interests and views of the members of a State Board of Education elected from eleven or more districts in California would make such a Board hard to "program".

No one influence—banks, manufacturing, agriculture, religion, union labor—could swing a majority of such a State Board, because no one of these interests predominates in a majority of the districts of California.

Further, such a State Board would not be composed of professional politicians, but men and women interested fundamentally in education—and so less sensitive to ordinary political pressure.

26 Should Be Defeated

When all the facts and arguments in this case are carefully weighed by the people, we believe they will overwhelmingly defeat Amendment 26 at the polls next November. If the school forces of the State are to retain the confidence of the people, these school forces must offer right educational policies and leadership.

We have made a mistake in going as far as we have with Amendment 26. Let us back up now before it is too late. Let us follow Grover Cleveland's advice to "tell the people the truth."

Let us advise them to defeat Amendment 26, to clear the way for a right measure later. Let us say that our objective in Amendment 26 is right, but that the proposed procedure is wrong. Next time provide them with both an objective and with a procedure, that are right.

Vote for Number Six

Amendment 26 will appear on the ballot as No. 6. Therefore, although 26 is used throughout the following symposium, all readers should note that they are to "vote for Number 6".

IT was my privilege, as a member of the Superintendents' Legislative Committee, to study this problem very carefully with Superintendent Cooper at the last session of the State Legislature. This amendment has been approved by so many organizations of which I am a member during the last few months, that I feel that this personal endorsement is only a repetition of the previous endorsements which I have given through these different organizations. I am glad not only to endorse this amendment, which corrects many of the defects now existing in the State Office of the Superintendent of Public Instruction and the Board of Education, but to get out and work personally in helping to put this measure over at the November election. I am glad to assist in bringing this information to the public in order that the measure may be successfully carried.—F. F. MARTIN, *President, Southern Section, California Teachers Association.*

* * *

I WISH to express my approval of Amendment 26 believing that the form of administration provided in it is a forward step beyond the one now in vogue and that if enacted it will result in the betterment of education in California.—J. F. GRAHAM, *President, Central Section, California Teachers Association.*

I AM thoroughly convinced that No. 6 should be adopted. This is the best way to insure unity and efficiency in the State Department of Education. The proposed method secures the good points of our city school systems, and avoids the danger of political manipulation. The danger of a bureaucracy is avoided by the gradual control of the people. The proposed method guarantees that the Director of Education shall be an expert; i.e., it comes as near such a guarantee as is politically possible under our form of government.—R. W. EVERETT, *President, Northern Section, California Teachers Association.*

AS president of Bay Section, C. T. A., I wish to express myself as highly in favor of Amendment 26. I feel that the passage of this amendment is essential to educational progress in our state and I shall do everything I can to further it.—MISS FLORENCE TILLMAN, *President, Bay Section, California Teachers Association.*

AMENDMENT 26 ought to carry with a wide margin of votes. If this amendment is explained to the voters of the state, I have no doubt about a favorable outcome. The amendment is in line with the progressive viewpoint of the majority of our citizens. If the members of the California Teachers Association will back Amendment 6 with enthusiasm equal to that which they put into their advocacy of Amendment 16, its provisions will be understood by the voters and its success at the polls guaranteed.—DR. W. W. KEMP, *Dean of School of Education, University of California.*

AMENDMENT 26 is of very large potential importance and it should receive the favorable vote not only of every teacher and school officer, but of citizens generally. Its chief importance lies in that it tends to eliminate politics from State Board of Education affairs, and in that, for the first time in California's history, it provides an intelligent method for securing the chief executive officer of the state school system. All evidence from the experience of cities in the administration of their schools, and of states which have tried the appointive method for State Superintendent favor the proposed change. It is in the interest of the children of California and should be adopted at the November election.—DR. ELLWOOD P. CUBBERLEY, *Dean of School of Education, Stanford University.*

A PROGRESSIVE education program cannot be adequately developed in California today under the laws and leadership provided in 1857. Amendment 26 makes possible a positive con-

structive program and adequate educational leadership. Under it the people of the State will have control of the schools without the interference of the politicians. A continuity of educational policy is assured through the long terms of the members of the State Board of Education and gradual changes in the personnel of the Board. It delegates professional problems to men with the professional training and experience. It will accelerate the unification and co-ordination of the many educational activities of the State. It is needed to round out the reorganization program now under way.—LESTER B. ROGERS, *Dean of School of Education, University of Southern California.*

* * *

I AM heartily in favor of Constitutional Amendment No. 26 as a means of safeguarding the Public Schools of the State from undue political influence. I also believe that the procedure out-

lined in the Amendment is sound and that upon proper action of the Legislature it will secure a high grade of efficiency in the administration of our Public Schools.—C. L. PHELPS, *President Santa Barbara State Teachers' College.*

* * *

I BELIEVE in Amendment 26. I always have believed in it. I have been looking and hoping for twenty years for enactment of its principles and procedures into law. I can not believe that the people of California will fail to take the opportunity which they have in Amendment 26 to make the administration of the California state school system efficient and professional. I can not believe that the teachers in California will fail in the educational and social leadership necessary to secure an affirmative vote for Amendment 26. I believe that Amendment 26 should pass and that it will pass.—EDWARD L. HARDY, *President, San Diego State Teachers' College.*

Current School Events

ROY W. CLOUD

DURING the past month the Secretary of the California Teachers Association has been exceedingly busy in visiting schools, institutes, and teachers' meetings. The last Sunday of August found us in a machine bound for Lagunitas, Marin County, to assist in the dedication of a new school. The trip up the peninsula and through San Francisco on a balmy Sunday was delightful and the trip across the bay on one of the regular automobile ferries added to the zest of the occasion.

Marin County

Sausalito is the point of departure from the bay section. It is a beautiful little town nestling among the oak trees with hills rising to a considerable height and back of them all is old Mt. Tamalpais, the guardian of the Golden Gate. The county is called Marvelous Marin and it is deserving of the name for as the motorist who seeks pleasure in that section travels the different roadways, he finds before him ever increasing scenes of beauty. The redwood trees line the roads; bay or ocean girls the shore; each gives its own delightful contrast to the brown hills or spongy marshes that border the upland country.

The trip to Lagunitas led through Corte Madera, Larkspur, Kentfield, Ross, San Anselmo, and Fairfax, at which point the road divides, one way going on up to the Redwood Highway country while the other branches to the left and goes over to Bolinas. Our way was lined with picnickers and week-end campers who were enjoying the natural beauties of the section. Having an abundance of time before the dedication of the school, we drove over to Bolinas and saw there the bay and ocean.

At 2 o'clock the dedicatory exercises of the beautiful little new three room school was en-

joyed. Isabel Cook, principal, and her assistant, Margaret Jensen had planned a program of music and speeches.

J. B. Davidson, the veteran superintendent of schools of Marin County, and one of the men who has made real progressive school history in California; Oliver Hartzell, city superintendent of schools of San Rafael, and I talked to the large crowd of interested parents and friends in the district.

An orchestra from the section and musical numbers by the several residents of the district comprised a program which gave the new building the proper start on its mission of helping in the education of the youth of the land.

Siskiyou County

Yreka, Siskiyou County, California, was the next stopping point of our regular itinerary. Yreka is in northern California in a county that is larger than Connecticut and Rhode Island combined. Yreka is situated in the valley about six miles distant from the railroad station of Montague and is the center of a rich section of California. Rich not only because of its productivity and because of the wealth that has come from its soil, but also rich in traditions and history.

The journey up through the Sacramento Valley to the head waters of the Sacramento River leads through a fine mountain section of California and for miles the traveler may look from the car window and see Mt. Shasta with its covering of snow, keeping watch over the valleys below and reminding one of Joaquin Miller's exclamation concerning the mountain when he said that it was "silent as God upon His great white throne".

The superintendent of schools of Siskiyou County is L. S. Newton. The rural supervisor D. R. Jones, who is well known in California as one of the authors of the McClymonds-Jones Arithmetics which have been used in California

for a number of years, was at the train and through his kindness we were soon in Yreka.

The three-day institute was interesting and instructive. The 130 teachers who gathered at the county seat listened to a program concerning school activities which should be of considerable value to them. Among the educators who took part in the convention were George C. Jensen, principal of the Sacramento High School; J. C. Almack, Stanford University; William C. Proctor of Stanford University; Tully Knoles, president College of the Pacific, Stockton; Ray Colvin of Silver Burdett & Company, and Richie Smith of Ginn and Company.

Sacramento

AFTER the close of the institute we had a chance to have a breathing spell of a few days at the office before the special session of the California Legislature was convened. In order that we might be informed as to all of the matters concerning the proposed legislation, two days were spent in Sacramento.

A special session of the legislature is very different from a regular meeting of the state law making body. The members are all actively and everyone is wondering just what the session may bring forth. As this was the first meeting after election there were several who gave the lame duck walk as they entered the assembly chamber.

The legislation as proposed by Governor Young does not in any way affect the schools of California but has to do entirely with replenishing the state treasury by taking care of the taxation of hidden assets of corporations and banks. Governor Young and Alexander Heron, Commissioner of Finance of the State of California, had matters so well in hand that there was little discussion concerning the bills. The proposed laws had their first readings after which they were sent to the Committee on Finance and almost immediately passed out with the recommendation that they should be passed. On the early morning of the second day the second and third readings were given and with no dissenting votes the bills became a proposed constitutional amendment and will be voted upon by the people of California at the November election.

On the first evening of the session the directors of the State Fair entertained the legislators and some of their friends. It was my first visit to a State Fair in Sacramento. I found it exceedingly worth-while. The exhibits were more numerous and better than I had any expectation of seeing and the products of the different counties of California were displayed in such a manner as to give an impression of the greatness and richness of our commonwealth. The horse show in the evening was particularly interesting and the entrants of the various events showed that the people of California are really producing some fine and wonderfully well bred animals.

Berkeley

The day after the return from Sacramento required a trip to Berkeley, one of the fine college communities of California. The first part of the afternoon was pleasantly spent in the C. T. A. Placement Bureau which overlooks California's spacious oak-covered campus. The meeting of

the afternoon was the first of the Berkeley City Teachers Association. It was really a welcome to Superintendent Lewis M. Smith, the new superintendent of Berkeley. Mr. Smith is a very affable gentleman. For the past few years he has been principal of the Joliet Township High School, Illinois. His work as a summer school instructor in the University of California brought him to the favorable attention of the Berkeley school directors and although he was obliged to make a sacrifice so far as salary conditions were concerned, he accepted the superintendency of Berkeley because of his admiration for this section of the United States.

Most of the teachers of Berkeley were present at the meeting. After the refreshments which were served on the big playground, Mrs. Juanita Gerlach, president of the Association, and Victorine Hartley, a N. E. A. delegate, gave their impressions of Minneapolis and the National Education Association. This was followed by a discussion of retirement, the proposed changes of which I attempted to explain to the teachers.

Chico

Three days of the following week were spent at Chico in the northern part of the Sacramento Valley. Here 1400 teachers of the Northern Section of the C. T. A. gathered together for a full week of instruction. The plan of the meeting is interesting as three hours each morning for the five days of the week are spent in studying particular phases of educational problems at the Chico State Teachers College. Regular instructors are provided and at the close of the week one hour of credit is given to those who have completed the course. The high school teachers of the section held separate meetings and were addressed by educational leaders of the state.

San Francisco

ON Thursday afternoon I was back in San Francisco to talk to the members of the San Francisco Grade Teachers Association. Miriam Eisner, one of the very active classroom teachers of California, is president of this Association but was unable to be present and in her place Mary Keegan, vice-president, presided. The discussion was concerning retirement and after a general description of the plans of the Retirement Salary Commission had been given, the teachers asked many questions concerning the proposals which had so far been framed by Mr. Heron and his assistants on the Retirement Salary Commission.

Los Angeles

That evening E. G. Gridley, chairman of the Retirement Committee of the California Teachers Association, Anna G. Fraser, principal of one of the newest of Oakland's junior high schools, and I took the Owl for Los Angeles to be present at the Retirement Salary Commission meeting which was held in the state offices of the southern metropolis. The meeting of the Commission was from 10:00 to 3:30. The members present were Alexander Heron, chairman; C. L. McLane of Fresno, E. P. Clarke of Riverside, Miss Fraser, Roy W. Cloud, Miss Marion Ketcham, Secretary of the Commission, and W. L. Green, actuary employed by Mr. Heron. Several of the most interested of the Los Angeles

City teachers were present and discussed various phases of retirement with the Commission.

Retirement Salary Matters

Mr. Heron explained the findings to the present time and defended the position of the Commission. This being my first meeting with the body, I having been appointed by the Governor to fill the unexpired term of our last president, Superintendent Mark Keppel, the conclusions already fixed were of interest to me. The policy which has been practically decided upon by the Board is that a new system of retirement should be requested. The following retirement facts may be of interest to the members of the association.

1. Amount of funds invested to date.	\$3,590,100.00
2. Number of teachers contributing. (No count made since July 1927)	37,393
3. Amount invested per teacher	96.01
4. Number of teachers granted retirement from 1913 to June 30, 1928	1,770
5. Number removed by death or otherwise	531
6. Number on Retirement Payroll June 30, 1928	1,239
7. Percentage on disability payroll. (Included in No. 6 above)	about 25%

Mr. Heron pointed out that at no time has the present retirement fund been actuarially sound but that because of the fact that teachers who could have retired, did not do so, the fund had grown to its present fine condition. He expressed his belief that even though the system is not on the actuarial basis that it should be, it may continue to grow to such an extent that it will at some future time make itself perfectly safe. This would not happen, however, were all of the teachers who could do so, required to retire.

Under the present system teachers pay into the State of California \$12 each year, and the State, from the Inheritance Tax Fund, receives an amount about equal to the aggregate sum paid in by the teachers. Mr. Green, the actuary, explained that a sound system of retirement would require the payment of about \$102 a year for 35 years on the part of a teacher to receive a retirement salary of \$500 per year which is now being paid to those who retire.

The teachers from Los Angeles were almost unanimous in their desire for a step-rate form of retirement salary but after discussing the matter at length with Mr. Heron and Mr. Green, it was fairly well agreed that if a retirement salary of approximately \$840 to \$900 a year could be secured, the teachers of California should be satisfied. A system which will guarantee this amount will require a large increase in payment by the teachers and also a greatly increased contribution by the state.

The plan as proposed was that the teachers of California should pay this increase. No definite amount has been fixed but the teachers deposit will be increased. Should any teacher, at any time, leave the teaching profession she could immediately receive back all of her contributions together with the interest which has been earned upon the amount. With this knowledge, it is thought that all of the school people of California will readily pay larger amounts towards retirement with the knowledge that

they will have their money returned should they not secure the full benefits of retirement.

There is absolutely no danger insofar as the present system of retirement is concerned. The interests of all of the teachers of the state will be safe-guarded. Members of the association who have suggestions concerning age, payment, etc. should communicate with Earl G. Gridley, 312 Federal Telegraph Building, Oakland, chairman of the C. T. A. Retirement Committee. All suggestions will be given serious consideration. The findings of the Retirement Commission are to be tentative only, and after all conclusions have been reached, the members of the Association will have an opportunity of considering them and passing upon them before any final action is taken.

Committee on Certification

At the conclusion of the meeting in the state office, a number of those present went to the office of F. L. Thurston, the Secretary of the Southern Section, where a committee for the study of Certification in California held an interesting session. Mrs. Evelyn Clement, Secretary of the Commission on Credentials of the State Board of Education, explained certification and gave notice of certain changes which had already been made in the law. All of these conformed to the request of the California Teachers Association and were in agreement with the ideas which had been suggested and are largely contained in the following announcement from the State Superintendent's office:

"After September 15, 1928, applicants will qualify for state credentials through an approved teacher training institution and be specifically recommended by the education department thereof. After that date, therefore, the state department of education will not maintain an information office at the University of California on Saturday mornings. Persons who need advice in regard to the new credentials may secure information from the department of education in the institution in which they plan to study.

"Information regarding renewal of credentials, or other regulations of the state department, may be secured either from the Sacramento or Los Angeles office of the Division of Teacher Training and Certification. Whenever needed a representative of the state department will make arrangements to be at teacher training institutions.

"The new regulations will not be retroactive and will not in any way affect credentials already held by teachers."

One of the other requests which has been made is that after regulations have been formally decided upon by the State Board, they shall not be changed within a period of four years. This would give applicants for credentials a chance to learn something of the requirements and know what should be expected of them in the matter of upgrading of certificates and in the securing of life diplomas.

C. T. A. North Coast Section

On the following Sunday, with Mr. Vaughan MacCaughy, editor of the Sierra Educational

(Concluded on Page 62)

Rural Education in California

J. W. CANFIELD, *Supervisor Rural Education*
State Teachers College, Fresno

THE problem of rural education in California has received considerable attention recently and so it is the purpose of the writer to review in this article a few facts relative to the question.

The U. S. Census of 1920 (Vol. I, p. 46) places California among the "typically urban" states with a rural population of 1,095,132 or only 32 per cent of the total population of the state. Only four states have a smaller per cent of rural population. The rural population of the nation was 51,406,017 for the same period, or 48.6 per cent.

Mississippi with 86.6 per cent rural headed the list of states. Oregon approached the equal division point with a rural per cent of 50.1.

An analysis of the large centers of population in California will show that Los Angeles and the Bay Region alone had at that time almost 40 per cent of the population of the state. In all probability the per cent of rural population during the last eight years has slightly decreased. It may be safely said then that California is not a rural state.

On the basis of the above data it would be wrong to draw the inference that the state does not have a distinct rural school problem. The

primitive district system is still the unit of school organization and approximately 3500 such units are in existence.

Consolidation has gone on very slowly, and the last biennial report of the Superintendent of Public Instruction shows that there were 1795 one-teacher schools in the state. Figure I¹ presents data covering seven years and shows that while the number of one-teacher schools have decreased, the number of two, three, four, and five-teacher schools have increased.

The per cent of schools with five teachers or less has constantly decreased until at this time 71 per cent of all schools come under this classification. This factor alone is not enough to show the true status of conditions.

The number of teachers employed and the pupil enrollment should furnish the best basis for comparison. Figure II shows the number of

Figure I. Number of Teachers

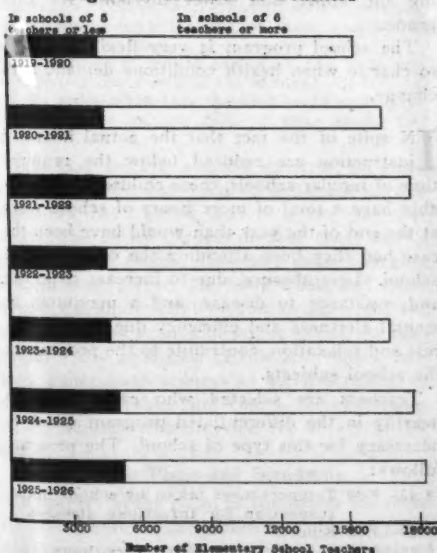
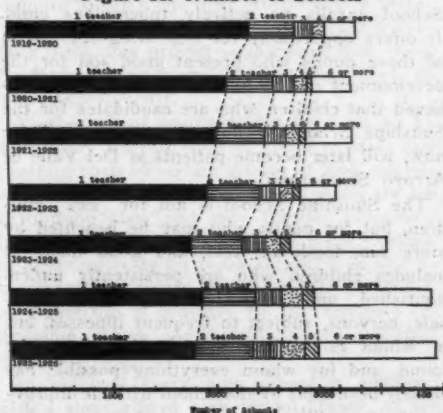


Figure II. Number of Schools



teachers and bears out the fact that the extent of the rural school problem is not decreasing, but is slowly changing. For a period of seven years slightly more than one-fourth of the teachers in the state have been employed in smaller schools.

No accurate data is available for estimating the enrollment in five-teacher schools or less. Recent data² gives the average enrollment of 16

¹ Figures I and II prepared by the Division of Research, California Teachers Association, from data assembled by writer.

² Data submitted to the writer by the State Department.

for the one-teacher schools, but this figure cannot be considered to be an accurate basis per teacher enrollment in two-teacher schools or larger. There are many crowded classrooms in rural communities but it is not a typical condition.

Possibly the most accurate basis for estimating the rural school population can be taken from the 1920 census. Professor Butterworth, in quoting data from that source says:

"Data from the 1920 census shows that while the rural territory has only 46 per cent of the total population it has 53.5 per cent of all persons attending school. At the same time the percentage of the total population from five to twenty years of age is only 27.1 in the urban territory while it is 33.6 in the rural areas".

If California is no exception it can be safely said that with a rural population of 32 per cent at least one-third of the school population resides in the rural area.

A California Sunshine School

RUBY MINOR

Director of Kindergartens and Elementary Education, Berkeley

SUNSHINE School of Berkeley was opened in August, 1926, for the purpose of improving the health of children who are persistently undernourished, suffering major physical handicaps of a correctable nature, or convalescent from a serious or acute illness.

It is the first in the series of agencies now available to the community of Berkeley as a defense against tuberculosis. The Sunshine School enrolls no actively tuberculous child. It offers opportunity for improving the health of those pupils who present good soil for the development of the tubercle bacillus. It is believed that children who are candidates for the Sunshine School, if not adequately cared for now, will later become patients at Del Valle or Arroyo Sanatorium.

The Sunshine School is not for "sick" children, but for pupils who may be benefited by more sun, fresh air, rest, and good food. It includes children who are persistently undernourished, underweight, lacking in strength, pale, nervous, subject to frequent illnesses, but in whom no serious organic defect can be found, and for whom everything possible has already been done by the school without improving their condition.

Here, also, are enrolled children with serious physical handicaps, such as organic heart defects, to whom the regular school curriculum may be harmful at times, and who need special attention, designed to build up their reserve strength and enable them, in as short a time as possible, to lead nearly normal lives.

Children who are convalescent from serious illnesses, such as pneumonia, scarlet fever, acute rheumatic fever, may be greatly benefited by a period in the Sunshine School.

Children of the first six grades from any Berkeley school, who are physically in need of this special care, are eligible for admission, regardless of financial status, except that funds are available at the present time for free meals and free transportation for only a limited number.

During the first year the enrollment was limited to 40 pupils with two teachers employed. The apparent success of the experiment and the urgent need evidenced by a long "waiting list" of applicants, has led to the enrollment of 20 additional pupils, and the employment of another teacher. This expansion in numbers greatly facilitates the teaching problem as each teacher is now responsible for only two grades, including the upper and lower divisions for each grade.

The school program is very flexible, subject to change when health conditions demand such change.

IN spite of the fact that the actual hours of instruction are reduced below the required time of regular schools, these children will probably have a total of more hours of school work at the end of the year than would have been the case had they been attending the other type of school. Less absence, due to increase in health and resistance to disease, and a maximum of mental alertness and efficiency due to sufficient rest and relaxation, contribute to the progress in the school subjects.

Teachers are selected who can co-operate heartily in the differentiated program which is necessary for this type of school. The program follows:

8:45- 9:00 Temperatures taken by school nurse.
Inspection for infectious diseases.
9:00-10:00 School.
10:00-11:00 Sun treatment and story hour.

3 Butterworth, Rural School Administration, p. 315.

11:00-12:00 Rest hour (all pupils in bed).
 12:00- 1:00 Hot lunch, under supervision of school dietitian.
 1:00- 2:00 Rest hour (all pupils in bed).
 2:00- 3:00 School.
 3:00- 3:15 Supplementary lunch.
 3:15- 4:00 Play.

The Sunshine School is housed in the McKinley School Building and operates under the direction of the principal of that building. The health program is under the direction of the Director of Health Education of Berkeley Public Schools.

Responsibility is distributed to the school physician, the advisor in tuberculosis of the City Health Department, the nurse and the teachers.

The school work is under the direction of the

Director of Elementary Education, and is adjusted to meet individual needs.

The most essential subjects are emphasized that pupils may be able to return to their regular classes without retardation when dismissed from the Sunshine School.

At the present time this departure from the usual school program is still in the experimental stage. It demands professional leadership and a high degree of co-operation. Its final success can be determined only after sufficient follow-up statistics can be assembled to permit comparisons.

In the meantime 60 children are getting expert attention, and special guidance in healthful living under conditions that contribute to happiness.

Physical Standards for Secondary School Libraries

MRS. ELIZABETH MADISON

Director of School Libraries, Oakland



TANDARDIZATION of space-planning for high school libraries had followed very faithfully the excellent path of progress marked out nearly a decade ago by the American Library Association and the National Education Association, acting in joint committee. The principal ideas laid down by them, and enriched in later practice, were:

1. The library should be centrally located, easily accessible to all students, in touch with the administrative offices, well-lighted, well-furnished, and decorated with the utmost taste possible in any given situation.
2. The library should house at one time approximately one-tenth of the student population.
3. To accomplish this the architects must provide about 25 square feet of floor space per student.

This last feature seemed extreme to some principals, but most building departments and executives have found that it works out correctly. The 25 square feet of floor space allows for tables and chairs, librarian's desk, charging desk, catalog, picture file, book truck, and space around the administrative unit to allow for the service of large groups of young people at rush periods. Any reduction of this floor space produces either awkwardness of administration, or elimination of tables and chairs, thereby reducing the number who may use the library at one time.

Recent Plans and Standards

In support of the claim of soundness for these old and carefully thought-out standards, it is interesting to note that a wide group of school

authorities in the southern states have recently announced a program of school library development based upon these same standards, and are planning to carry out their project over a three-year development period. In "Libraries" for February 1928, this project is discussed and these standards are given, worked out for schools of various enrollments.

Another set of standards has been set up by the Library Bureau, showing the floor areas and furniture costs of certain groups of high schools which they have equipped. These sheets are for distribution also, and may furnish interesting data as to the actual practice in these matters. In studying costs on these sheets, it is well to remember that in the estimates here presented, book-shelving is provided by the furniture installation, which considerably swells the total figure.

In Oakland every high school is equipped with a standardized high school library, as are also the junior high schools. The elementary schools are following the suit with eleven school libraries already established.

The Morrison Plan

The most recent development in school library relationship is represented in the Morrison plan, or unit plan of study. Under this type of organization each subject tends to develop a special recitation and study room of its own, equipped to fit its special needs and to reflect the special atmosphere of its field of investigation. Books, charts, maps, globes, pictures of necessity, all become a part of such a room.

In certain places this has been interpreted to mean that the central library would be broken up and all the mediaeval history material sent to the Mediaeval History Room, the science material to the Science Rooms, the art material to the Art Rooms, and so on. This idea has caused considerable confusion in cases where the scheme was greeted with enthusiasm and put into partial practice before all the details were thoroughly considered.

Values of Special Rooms

Experience and reasoning both bring us to the conclusion that the special rooms fitted out for the pursuit of a given topic will tend to contain a group of books and visual aid material which shall pertain very directly to some immediate part of the unit under consideration, but that these rooms will by no means contain all the enrichment material belonging to that subject. This latter will naturally remain in the central collection of the main school library, to which students will come constantly as to a treasure house of wider importance and expanded interest.

The objectives aroused in the classroom will find expression in research work done in the main library. From this larger collection special material is taken back into the classroom to be shared with others and, in its turn, to inspire new investigations.

From carefully motivated work in the main school library, the student will be led to further work in the city branch library, the main city library, or the county or state library.

This process of searching first the definite, direct material available in the classroom, then richer material available in the central school library, then other material in outside libraries, is a thoroughly justified experience to which the student may most happily be exposed in the school life, inasmuch as it tends to develop an actual adult life habit, for which he will be truly appreciative in the later years.

Open-Mindedness a Habit

No high school or classroom believes today that it teaches the ultimates of any subject, unless, indeed, it teaches the one ultimate habit of study and open-mindedness. This habit is probably the one of greatest value which the student takes from high school. If it follows him through college and into his life activities, the entire high school program of instruction is justified.

The library, both in the individual rooms, and in the central collection, is the place best adapted for the development of this habit through actual doing. The librarian's enthusiasm then for her department is truly a part of her enthusiasm for the fundamental principles of teaching.

Interest Return on Stocks and Bonds

E. C. EBY

Freeman, Smith & Camp Company, San Francisco



THE mathematics of investment for the average beginning investor is a maze of meaningless terms and figures. The theories underlying the mathematics are difficult even to the mathematician, but the practice underlying the theories are usually as simple as a-b-c.

Some terms may be clearer after definition. **Net Yield:** The yield on an investment is the actual income derived; i.e., it is the percentage that the annual income is of the actual cost. When a bond is bought at par, then the net yield and nominal yield would coincide. **Nominal Yield:** is the percentage of the par value, regardless of cost. **Accrued Interest:** is the interest from the date of the last interest payment to the date of purchase, which must be added to the purchase price paid by the purchaser. This payment of accrued interest must not be added into the actual cost of the investment as it is returned to the purchaser in the coupon on the first suc-

ceeding interest date after the date of purchase; however, the purchaser loses interest on the accrued interest from the date of purchase to the next succeeding interest date. This is so small an amount as to be negligible.

The net yield on stock is found by dividing the annual dividend income in dollars by the cost of the stock. Extra dividends affect the net yield only for the year in which received. For example, the X. Y. Z. Stock, which has an annual dividend rate of \$6.00 per share would pay a net yield of 10% if bought at \$60.00, 6% at \$100.00, 5% at \$120.00, and 4% at \$150.00.

The net yield on bonds is more difficult to figure. If the bond is purchased at par the net yield would equal the interest rate. The net yield on a bond purchased at a premium (above par) is the annual income less the annual amount of depreciation (amortization) of principal. The net income of a bond purchased at a discount (below par) is the annual amount of apprecia-

tion (accumulation) of the principal. It is not the interest rate that determines the real income from a bond but the net yield and the number of years to maturity of the bond. For example,

DISCOUNT	
Purchased at	95
Interest Rate	5%
Face Value of Bond	\$1000
× Interest Rate	×.05
Interest Per Year	50.00
× No. of Years to Maturity	×5
Five Years Interest	250.00
	+50.00 appreciation
Net Yield at Maturity	300.00

a 5% or 6% or 7% bond of \$1,000 having five years to run to maturity purchased at 95 (\$950), 100 (\$1,000), and 105 (\$1050) respectively would all return the investor the exact same amount.

PAR	
100	6%
\$1000	×.06
60.00	×5
300.00	
000.00	
300.00	

PREMIUM	
105	7%
\$1000	×.07
70.00	×5
350.00	
-50.00 depreciation	
300.00	

In actual practice, however, the depreciation or accumulation is averaged over the full life of the bond so that the net yield becomes approximately the average yield, as, for example, a

\$100 5% bond having ten years to run to maturity, and purchased at 110 would have a net yield of:

YEAR	Depreciated Cost	Total Interest
1st	110	5.60
2nd	109	"
3rd	108	"
4th	107	"
5th	106	"
6th	105	"
7th	104	"
8th	103	"
9th	102	"
10th	101	"
MATURITY	100	"

Amortization	Net Income	Yield in %
1.00	4.00	3.64
"	"	3.67
"	"	3.70
"	"	3.73
"	"	3.77
"	"	3.81
"	"	3.85
"	"	3.89
"	"	3.92
"	"	3.96
"	"	(Average 3.77)

But again in actual practice the average yield in % is taken for the life of the bond and the cost, amortization, and net interest change. This

same bond would have an average yield of about 3.80%; so that in actual practice the table would read:

YEAR	Cost	Total Interest
1st	110	5.00
2nd	109	"
3rd	108	"
4th	107	"
5th	106	"
6th	105	"
7th	104	"
8th	103	"
9th	102	"
10th	101	"
MATURITY	100	"

Amortization	Net Income	Average Yield
.83	4.17	3.80
.86	4.14	"
.90	4.10	"
.93	4.07	"
.96 ½	4.03 ½	"
1.00 ½	3.99 ½	"
1.04	3.96	"
1.08	3.92	"
1.12 ½	3.87 ½	"
1.26 ½	3.73 ½	"

The above tables show a bond purchased at a premium. If purchased at a discount the accumulation is spread out over the term of years as has been the depreciation in the above table.

Strange as it may seem, the present value of principal has no relation to the interest rate that the bond bears. In reality, it is the worth of the principal today, compound discounted at the rate the investment yields considering its maturity.

The Small Boy's Every Day

I. D. PERRY, *Los Angeles High School*

HE'S an outboard sailor in the sun-filled morning air

Or he hunts a striped tiger or a leopard in his lair.

He's heard the stamp of squadrons or he's heard the wild goose call

Or he's climbed Mount Chimborazo in the biting winter squall.

He's a solemn judge expounding the law to clerk or clown,

He's a doctor feeling pulses and bringing fevers down.

He's a preacher in the pulpit telling how his flock should mend,

Or an independence orator whose words a war portend.

Sometimes he'll play the teacher, then the rod is all his rule,

Or he'll blast the tardy urchin with expulsion from the school.

But his greatest joy is action, a motor, or a 'plane

Flying over snowy mountains or across the Western Main.

California Taxpayers Association. San Diego County Report, December, 1927. \$1.00. (Association Report No. 5)

THE San Diego County Report is an improvement over previous studies by the California Taxpayers Association. The educational section (pages 77 to 120) has for its main theme the savings which could be realized by the consolidation of school districts.

The survey shows how improved educational opportunities, with no increase in costs, could be offered to the children of San Diego County if certain small districts were consolidated. The statistical arrays necessary to such a study are well presented.

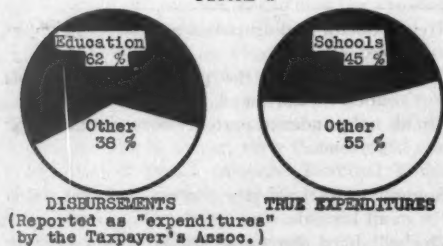
Methods of apportioning State and County High School Funds are more accurately described than in the recent Santa Paula Survey¹, although the survey commission again has neglected to mention the bonus apportionments. Over \$5,000 was thus received by San Diego County in 1925-26 (see page 96 of the Report.)

Relationship between teachers' salaries and teaching load constitutes a second main point of the educational section. The survey shows that, judged by the number of pupil-hours per week, the teaching loads in San Diego County are extremely unequal. Furthermore, these inequalities are not compensated by proper salary adjustments.

The recommendation is also worthy of favorable notice, that San Diego County make a vigorous attempt to clear off its school debt and proceed upon a cash basis.

One serious criticism must be raised against this latest report of the Taxpayers Association. Following the custom of the county auditors of California, the survey commission has presented on page 55 a chart entitled "San Diego County Expenditure Dollar". According to this chart,

FIGURE I



educational services required nearly two-thirds (62.25%) of the total county expenditures in 1925-26.

¹Reviewed in the May, 1928, number of the *Sierra Educational News*, pages 58 ff.

Three wrong interpretations are involved in this statement:

Unfair Procedure

1. All state apportionments have been included with the county expenditures. This is an unfair procedure because nearly all of the state apportionments are for school purposes. This procedure results in an artificially high percentage of county expenditures for schools. It is true that there is a separate tabulation on page 43 showing "Subventions and Grants from the State". But this is not sufficient.

The chart as presented on page 55 creates inevitable mis-understanding. The state apportionments are not levied upon San Diego County and should not be included in the county expenditures. They are merely county disbursements.

Mis-interpretation

2. A second mis-interpretation is due to the fact that all school bills are entered as county expenditures whether paid in rural districts or in cities. But no other city expenditures are included.

In other words, city payments for light, police, fire protection, etc., are left out of consideration while all city payments for schools are included. It is true that, according to the state law, all school expenditures are handled by the County Treasurer, but this does not make the procedure followed in preparing the chart any less unfair. The chart ought either to exclude all school expenditures for cities or else include all other city expenditures.

Misleading Charts

3. A third mis-interpretation is the addition of expenditures for the county library with school services. In a certain sense, of course, county libraries are educational institutions, but the general public thinks of schools when it thinks of education.

It would be quite as logical to add part of the highway bill to the educational expenditures on the theory that the highways are used to transport school children to their classes. County library expenditures ought not to have been included with school expenditures².

In preparing the chart in question the survey commission has mechanically followed the current accounting procedure of most of the county auditors of the state. Nevertheless, the mere fact that such procedures are current does not

²Some school districts turn their school library apportionments over to the county library to administer. Where this occurred in San Diego County, the library money was charged to the schools twice,—once when the money was transferred from the school districts to the county library, and a second time when the money was spent by the county library. This is a double error.

essen their unfairness nor justify the publication of a misleading chart².

The accompanying Table shows in parallel columns the county disbursements (which the survey commission calls expenditures) and the true expenditures of San Diego County for 1925-26. When one subtracts from the educational disbursements, (1) all state apportionments which are not raised in the county at all but merely spent by the county; and (2) county library expenses; and when one adds the ex-

penditures for all municipal services other than schools it is found that the school services of San Diego County required **only 45 per cent of the total true expenditures.**

School costs are really **less than half of the total** instead of nearly two-thirds as would appear from the Report of the California Taxpayers Association. Figure I presents these facts graphically.

With this serious exception, the reviewer believes that the San Diego Report is a valuable contribution to the survey literature of the State. —William G. Carr.

COUNTY DISBURSEMENTS TRUE EXPENDITURES

Charities and Corrections.....	\$ 502,399 (7.01%)	\$ 449,500 ¹ (5.4%)
Public Works and Highways.....	967,649 (13.5 %)	609,891 ² (7.3%)
Educational		
Kindergartens	\$ 126,568	\$ 126,568
Elementary Schools	1,927,994	1,390,404 ³
Secondary Schools.....	2,012,527	1,845,792 ⁴
Supervision	16,034	16,034
County Library	35,483	00,000 ⁵
Debt Service	342,275	342,275
<hr/>		
Total Education.....	4,460,881 (62.25%)	3,721,073 (44.8%)
Other County Services.....	1,234,605 (17.25%)	1,270,088 ⁶ (15.3%)
Municipal Services, schools excepted	0,000,000	2,249,143 ⁷ (27.1%)
<hr/>		
Grand Total	7,165,534	8,299,695 ⁸

1. \$449,500 is the true expenditure for Charities and Corrections. The state apportionment of \$52,899 is a county disbursement, not a true expenditure. This state apportionment has been subtracted from the disbursement to give the true county expenditure for Charities and Corrections.

2. \$609,891 is the true expenditure for Public Works and Highways. The state apportionment of \$357,758 is a county disbursement, not a true expenditure. This state apportionment has been subtracted from the disbursement to give the true county expenditure for Public Works and Highways.

3. \$1,390,404 is the true expenditure for Elementary Schools. The state apportionment of \$537,590 is a county disbursement, not a true expenditure. This state apportionment has been subtracted from the disbursement to give the true county expenditure for Elementary Schools.

4. \$1,845,792 is the true expenditure for Secondary Schools. The state apportionment of \$166,735 is a county disbursement, not a true expenditure. This state apportionment has been subtracted from the disbursement to give the true county expenditure for Secondary Schools.

5. County Library expenditures are not included among true expenditures for education. See text for explanation.

6. Expenditures for the County Library are included in this figure. See text for explanation.

7. If city expenditures for schools are to be included among county expenditures, then municipal expenditures for all other purposes ought also to be included to secure a true picture. Expenditures for municipal services, other than schools, were \$2,249,143 in San Diego County in 1925-1926. This is the sum of expenditures for all purposes other than education in San Diego City, Coronado, National City, Escondido, Chula Vista, and Oceanside as given in **Annual Report of Financial Transactions of Municipalities and Counties of California, 1926**, pages 34, 36 to 38.

8. Total true expenditures differ from total disbursements for two reasons: (a) all state apportionments have been deducted and (b) all municipal expenditures have been added.

An Indian Project: Second Grade

ANNA CHRISTENSEN, *Washington School*
Selma, California



NE of the aims of education is to keep the child interested and happy by doing purposeful activities. This means natural life situations as free as possible, from formal restraint and which offers an opportunity to work together as a social group.

With this in mind, a project was started in the second grade. The teacher secured several books about Indians from the public library. The best material was picked out and read to the class. Other parts were told to them. The children were much interested. Many brought books from the library and read interesting stories to their class.

Indian designs beginning with the seven primitive motives, were studied by the class. These were put on the blackboard. Each child was eager to learn what each motive represented. Indian baskets were cut free-hand and a motive put on each basket by the pupils.

An Indian Appears

One afternoon a boy appeared in full Indian dress, headgear, tomahawk, suit, and bow and arrow. All were much excited about the costume. The teacher mentioned that at the County Institute last year she had seen Indian suits made by boys and girls. The class decided that, if other boys and girls could make Indian suits, it could too. It was decided that the suits should be made of burlap sacks. Each girl would need one sack and each boy two sacks.

The next procedure was to cut the sacks into suits. A hole was needed to put the head through and a hole was needed for each of the arms. The pupils brought needles and thread and were soon busy sewing the seams over the shoulders. The boys in addition sewed the seams to make their trousers.

When the suits were all sewed, the children de-

cided to paint their costumes. Each child painted on his suit any design he desired. Common house paint was used.

As would be expected, each boy made for himself a bow-and-arrow, spears, headgears with feathers, and tomahawks. The tomahawks were interesting. One boy put a handle on a cow horn. Some tied handles to sharp bones. Others sawed tomahawks with coping saws. These were painted many bright colors, but the sharp edge of the weapon was always tipped with red, to imitate blood.

Papoose Cradles and Wigwams

The girls made papoose cradles from apple-box boards, sawed with coping saws.

The boys decided among themselves that a real wigwam must be made so that the girls could have a place to stay while the boys hunted animals. Sticks were brought and tied together at the top and burlap sewed over these. This was painted too. The sand table was used to make an Indian scene. Macaroni was colored by the class and each strung a chain for himself to represent beads.

The kindergarten had just discarded a grass rug. This was given to the class and it was cut into suitable lengths to represent rugs and mats. Designs were made by the children. Each child had his turn painting some part of the rugs.

One boy has been recognized by the class as



excelling in art. The pupils suggested that he be given one of the rugs to paint. He drew Indians, wigwams, and horses on the rug, much to the delight and admiration of the class.

Much of the class work has been correlated with this project. They have learned Indian songs, games, and dances.

Oral language has been about the Indian, because children would talk when they were interested. Some letters of thanks have been written to various teachers in our building who have contributed so generously with materials and ideas. Some good original Indian stories have been written. The unfair treatment of Indians by the white man has been discussed by the class.

The pupils have been asked to give a program using their costumes, the occasion being an art exhibit. They have written the play with the help of the teacher.

Good Attendance Assured

The second grade has had almost perfect attendance during the project, having the banner of attendance for the building.

The project has been worth the time given to it because it has made school more vital and interesting to the class. It has given the class an opportunity to work together as a real social group. It has helped the timid ones to forget themselves in the activity of the group.

It has given the class knowledge and experience through activities which they would not otherwise have had. It has given each child a chance to express himself.

A Quarter-Centennial Celebration

IN June the College of Industrial Arts (The Texas State College for Women) at Denton, Texas, celebrated with a great Home-Coming occasion, the twenty-fifth anniversary of its beginning. This college occupies the same relationship to the young women of Texas that the Agricultural and Mechanical College of that state bears to the young men. Its curricula represent rational combinations of academic and vocational interests, and offer opportunities in all lines of professional and practical work for women. In size it is now the second woman's college in America. The enrollment during the past year approximated 2000 students. 200 young women received their degrees at the June commencement.

Our own Cree T. Work, now principal of the Central Union High School, Fresno County, and known widely as a school builder, organized the C. I. A. and was its first president for eight years. At the June celebration Mr. and Mrs. Work were honor guests of the State of Texas, Mr. Work delivering an address on that occasion.

A. R. Nichols, city director of vocational education of the San Jose schools, spent his summer vacation visiting relatives in Nebraska and Iowa.



HUBERT S. UPJOHN, for a number of years deputy superintendent of the Los Angeles County schools, was appointed acting superintendent by the Board of Supervisors shortly after the death of Superintendent Mark Keppel.

Mr. Upjohn has had a rich experience in school administration. He resigned his position as principal of the South Pasadena High School to become Mr. Keppel's assistant. One of his major activities has given him charge of visual education in the schools of Los Angeles County and he has provided pictures and picture study lessons which have given all of the boys and girls in his jurisdiction an opportunity to know the most beautiful works of art.

Under the charter of Los Angeles County, a superintendent is selected by the board of supervisors after a civil service examination. Three of the applicants who have attained high standing in the examination given by three educational experts are certified as eligible for appointment to the civil service board. This board then transmits the names to the supervisors and an appointment for two years is made. If all goes well during the probationary period the one named is made permanent superintendent of Los Angeles County.

The examination will probably be held shortly after the November election. Many of Mr. Upjohn's friends are urging him to be a candidate for appointment to the County superintendency.

California City, County, and District School Superintendents are holding their annual convention, under leadership of State Superintendent William John Cooper, October 1 to 5.

Taft Union High School Girls Band

MAUD M. JONES

Dean of Girls, Taft Union High School

THE Taft Union High School Girls Band is the only musical organization of its kind in California and, insofar as can be ascertained, in the United States as well.

The Taft Union High School Girls Band was organized last year under the direction of Julius Lang, instructor of instrumental music in the high school. Four months later this organiza-

tion presented its first public concert to a delightfully surprised audience. Many other concerts have followed.

At the present time the Taft Union High School Girls Band is composed of 40 members. The instrumentation is as follows: 11 clarinets, eight cornets and trumpets, five saxophones, four horns, three trombones, one baritone, two tubas, one BB bass, one piccolo, three drums, and the bells. The official uniform of the band girls consists of a smart military cape of blue and gold, worn over a tailored dress of white serge, and a jaunty blue French beret.

Much of the success that has been attained by the girls of the Taft Band may be attributed to the excellence of their instruction and their willingness to work hard and faithfully. In order to retain their membership in this popular girls' organization, the girls not only must be musically and physically fit to participate in all of the activities of the Band, but they must also be passing in all of their academic subjects in the high school as well. Each girl must have at least one semester of individual instruction before she is admitted to membership in the Band.

So keen has become the competition for mem-

bership that the girls who have signed their names to an ever-growing waiting list are practicing faithfully and long each day with the hope that they, too, will soon be admitted to the ranks of this most unusual and much-talked-of musical organization of girls.

The Taft Union High School, including the Taft Junior College, has an enrollment at the present time of 875 students. Under the able administration of J. T. McRuer, principal of the school since 1923, this institution has become one of the outstanding high schools in the State, both in scholastic achievement and in extra-curricular activities.

Covering an area of 600 square miles the



Taft Union High School District is one of the richest, if not the richest in the United States, with an assessed valuation of \$50,000,000 or approximately \$80,000 per pupil. Its \$1,000,000 school plant, consisting of seven beautiful buildings in the Spanish style of architecture, is one of the most modern and elaborately-equipped educational centers of its kind in California.

English Students Write 200 Words a Minute

NATIONAL Union of Teachers of Great Britain announces that two certificates for 200 words a minute have been awarded to writers of Gregg Shorthand. The first went to Peggie Gibbons of Birmingham. The second was awarded to Leslie Bear, a sixteen-year-old writer from Ipswich.

These speeds are said to be the highest ever attained by shorthand writers in an examination conducted by any independent publicly-constituted examining authority in Great Britain. Mrs. Frances E. Raymond is Gregg manager for the Pacific Coast and the Orient, with offices in the Phelan Building, San Francisco.

The El Dorado County High School District is building a new high school at **Placerville**. The contractor is S. H. Finnegan of Sacramento; the price \$136,265. Ground has been broken. El Dorado County labor and products are being used in so far as possible.

The Superintendent and the School Board

J. H. HOLST

Modesto Junior College, Modesto

A BOARD of education, confronted with the grave responsibility of selecting a superintendent for its schools, is very definitely interested in three items. First, in the **training and experience** of the candidate. Second, in his **personality** and ideals of service and achievement. Third, in the **principles** which he recognizes as governing him in his procedures and in his official and personal relations in the conduct of his work.

The board of education is the legislative body of the school district, and enacts such laws and regulations as are necessary for the government of its schools. It is directly responsible to the people by whom it is elected. It is authorized and limited in its actions by the statutes of the state and by the regulations of higher boards which may be empowered by statute to make such regulations.

The superintendent appointed by the board as its chief executive officer has several functions. First, to carry into effect the laws, rules, and regulations of the board. Second, to organize and administer the activities authorized by the board. Third, as an educational expert, to recommend principles and procedures which may be authorized by the approval of the board. The superintendent is directly responsible, therefore, to the board of education.

Relations of the Board of Education and the Superintendent

While the board of education is authorized to select and appoint the various members of the administrative and teaching staffs for its schools, these must be organized into an efficient group of workers, each with his definite duties and responsibilities. The organization of the group, the assignment of duties, and the placing of responsibilities, is the function of the chief executive officer of the board. This procedure and organization is as necessary in an educational system as it is in government or industry.

Appointments to positions subordinate to that of superintendent should be made from a list of persons recommended by him, in order that he may have as co-workers those who can work to the best advantage in the respective positions required to be filled. Each may then be placed where he can best serve all valid interests concerned.

This centralization of authority permits the

definite placing of responsibility so necessary in a democratic government. It prevents the building up of vested interests and bureaucracies which are wasteful and perverse of co-operation in the conduct of educational activities.

The authority delegated to the superintendent may in turn and in part be delegated by him to others, who in every case become responsible to the source of appointment and through that to the board, and that without releasing any one in the succession from responsibility to the board. Every successful enterprise is based upon an organization which always requires that definite responsibility shall accompany delegated authority.

The Relation of Superintendent and Patrons

Only certain phases of education can be delegated to the schools alone. The most vital parts still belong to the home and to the out-of-school life. The growing interest of parents and civic organizations in the work of the schools should be utilized to the fullest extent.

Parents are entitled to know and to contribute to the aims and ideals which the schools hold for their children. They are also entitled to know, and to be credited with knowing, the simple principles of education, in order that they may co-operate with the schools.

The growth and civic advancement of the community depends upon the co-operation of all the active forces for its betterment. That community is most fortunate which is best able to utilize the voluntary agencies.

If the parent-teacher association, the city or community planning association, the public welfare league, the women's club, the chamber of commerce, and other groups with definite objectives are enlisted and given a part in the all-inclusive program of education, the human resources of the community can be so co-ordinated in action as to secure a sound development through a unified movement, while the various forces also act as a check on hasty and ill-advised action.

The whole community may be regarded as the "greater board of education" with its final action focal in the five elected members, who, desirous of utilizing the human and material civic resources of the community in the truest sense, welcome the clear expression of various groups in order that full, free, and open discussion may

prepare the way for intelligent action on the part of the board. In this connection the superintendent represents the board of education to the people and the people to the board of education so that there may be a mutual understanding of aims and procedures.

The educational leadership of the superintendent finds its highest expression in his interpretation of the aims and principles of education and its administration so that all who desire may be able to co-operate intelligently. He is not warranted in recommending to the board of education for its action that which he has not been able, first, to justify in the open form of discussion.

The Relation of the Superintendent to the Building Program

One of the great problems of a rapidly developing community is that of providing grounds, buildings, and equipment to keep pace with needs and at the same time to avoid the mistakes and waste that comes from emergency action. The school system must have a large place in the city planning program.

School buildings all-too-frequently exhibit the tastes and whims of architects who neither adopt the structures to their intended use, nor yet have an appreciation of fitness in the type of architecture. It frequently happens that neither system nor recognized principles are followed in the location of buildings so that they may serve to the best advantage and at the same time have appropriate surroundings.

When an emergency arises the building is planned by somebody, located under a temporary policy, and financed without economy by an emergency measure. As a result the school buildings and grounds which ought to represent the community ideals of beauty and utility combined, are a source of annoyance and a cause for apology.

The needs of a district ought to be anticipated by providing a continuing survey and building program that looks forward ten or twenty years, not that there should be building in advance of needs that may never materialize, but that careful attention and thought in advance may avoid wasteful emergency action. There must be time for planning the best and most economical methods of financing the program so that the future may not be under debt bondage while paying for the mistakes of the past.

Any progressive community has public-spirited groups and citizens who will be glad to co-operate with the board of education and the officers of administration in planning well ahead of the necessary expansion. There will be op-

portunity thus for the discussion of the principles governing location, forms of buildings, types of architecture, equipment, grounds, and other essentials.

This planning will in itself be an educative matter affecting the whole community. Even the grave mistakes of the past can be overcome gradually by properly-considered future additions, changes, and repairs as the need arises and the opportunity offers.

A budget is a systematized statement of the expected income and the currently available resources, and of the planned expenditures for a stated time, of an individual or of a co-operating or civic group. An individual may budget his resources of time, physical strength, and intellect, to be expended on his various activities and interests, or he may make a limited or partial budget of such resources and expenditures.

Under the term budget, as limited to the financial sense, he may assign his income by sums or percentages to various designated interests. A co-operating group in the form of a private association or a civic unit may employ the same procedure in corresponding ways. Any budget which does not comprehend the whole income and expenditures is likely to be ill-proportioned and otherwise faulty.

A budget when properly made and admin-

California Vulture: A Useful Bird



National Association of Audubon Societies, 1974 Broadway, New York City, issues many illustrated bulletins of service to California teachers libraries, and study groups.

istered is a most effective instrument. It provides authority, places definite responsibility, emphasizes relative values, organizes procedures, and promotes constructive administration. The preparation of a budget requires a knowledge of the source, and of the amount of resources and income.

Individuals and civic bodies are prone to neglect such knowledge and allow their desires to outrun their abilities to pay. The individual on a hundred dollar salary may buy an automobile at fifty dollars a month, pay sixty dollars a month for an apartment, and trust to luck to support his family and pay his taxes on the debit balance.

Good Credentials Essential

But with all the legal safeguards provided, there are school districts, cities, counties, and even states, which seem to have about the same amount of financial acumen. We require that teachers shall hold educational credentials which guarantee that they have had adequate training and successful experience in teaching.

School administrators must also hold credentials which show that they have had training in educational administration, but such credentials do not guarantee that the holders have ever had either scientific training or successful experience in financial management which is such an important part of the work of the educational administrator.

1. A sound budget cannot be prepared, presented, and administered except under an **honest and intelligent administration**, nor can such an administrative organization function without an honest budget. The principles which govern budget making are identical with or complementary to the principles which govern scientific administration.

2. The careful **budgeting of resources** tends to reveal their amount and value. The individual who stops to canvass his resources usually finds them to be either greater or less than he had supposed them to be, and so it is in a civic unit. There can be no intelligent or economical use of resources until their amounts and limits are comprehended.

Therefore, the preparation and use of a budget leads to economy of effort and funds, because the attempted division of limited support among less limited interests requires a consideration of relative values. Sources of waste are seen in time for the saving to be applied to that which brings the most valuable returns, since there must be a continual justification of expenditures within the limit of resources.

3. Therefore, the preparation of a sound budget required that **the relative values of activities** claiming support shall be considered, not once for all, but at each budget-making period. The relative value of a thing which has become customary or traditional is very likely to escape notice, and so is that of something new which happens to receive popular acclaim. Examples may be found in almost every city, county, or state government, but they are especially evident in the more financially independent schools and colleges.

On careful investigation the principal of a high school, for instance, may find that some subject or activity is receiving support out of all proportion to the returns, or he may find that others are receiving comparatively inadequate support. It would not be difficult to find in state institutions of higher learning, as another instance, office space not only out of all proportion to administrative needs, but also out of proportion to class and other space requirements.

Under our system of departmentalization there are departments which claim an undue amount of support, not because of any exceptional demand for their products, but because they have vested interests and traditional assumptions which must be fed.

Periodic Inventory of Activities

Other activities may hide behind the financial skirts of more valuable activities, or attempt to slip from under the budget into a special treasury. There should be periodic evaluation of all activities in all of their relations, and an attempt to adjust support to the value of expected and actual returns.

4. A budget which provides **over-support** for certain enterprises, however valuable they may be, is as faulty as one which fails to provide adequately. Over-support, even though it does not rob others, at least encourages waste and inefficiency. "Come easy, go easy," applies here as well as to the average private individual in the use of his funds.

5. The budget should represent an honest effort to **determine income**, and to apportion it according to accepted principles. The padded budget is a lie, since it is padded with the expectation that it may be cut and it, therefore, calls for more than can be justified. This more often occurs when more than one budget is competing for the available funds. That is one reason why the budget should be inclusive of all the activities for which the funds are available.

The deception practiced in the defense of the

padded budget not only leads to the ultimate humiliation of the defenders but also to the discrediting of budgetary procedure. The budget should furnish the basis for an honest appeal for funds, the expenditure of which can be clearly justified.

6. The budget should be planned with sufficient **insurance against emergencies**. That is not a budget which may be thrown out of order by any one of a number of possible events, nor is it any better if it provides a big reserve which may later be distributed to activities which have taken a chance. Provision for amendment similar to the procedure by which the original budget was prepared and adopted seems to be the best and most economical insurance.

7. There must be **full publicity** for the budget. Every taxpayer and patron of the schools should be permitted to know both what is proposed and what is approved. It is often said that the people in general take no interest in such matters, and that they do not understand when they do so. This is all the more reason for full publicity in such a form that those who so desire may understand.

Educate the People, too

It is as important a part of education for civic responsibility as anything that is carried on in the schools. In all matters of support in a democracy intelligent rather than ignorant response should be desired. It is not enough that the people shall be given an opportunity to know income sources and amounts, and the same for expenses. There must be direct education in such matters as an important part of civic training. If the amount of support for an enterprise cannot be justified in every item to those who pay the bill, then the enterprise should not be undertaken until its value can receive sanction.

In this way only can permanent support and confidence be built up. To give out information with reference to particular items of the budget and to attempt to justify or condemn them without putting them in their proper relation to other items and to the whole budget is as bad, and often worse, than no information.

8. The **superintendent should be responsible** for the preparation of the budget in such form, and accompanied by such information regarding sources of revenue and required expenditures, that the board of education can act upon it with a clear understanding of all of its provisions.

The approval of such a budget by the board of education carries with it the authorization for the superintendent to administer it in strict accord with the approved provisions.

My Mountains

HELEN BURNELL, *Lincoln School, Ontario*

O H, how lovely at the twilight,
Are the mountains I adore;
With their streams of bubbling water—
Falling, falling ever more.

Leaves that whisper to each other
Of the things they've seen and heard;
Squirrels that scamper up the tree trunks,
Yes, the song of every bird.

These all make the mountains wonders,
Wonders of the works of God;
Show the beauty of His handwork
Where the feet of man may trod.

Good All-Father, so we thank Thee,
For the mountains grand and great;
Pillars of a stronger nation,
Building for a greater State.

* * *

Desert Peace

MARGARET GAYLORD HENDERSON
*Agriculture Teacher, Los Angeles
Elementary Schools*

WHEN life in cities presses hard,
And numbs the soul and heart of you,
Find peace in Nature's calmest mood:
Go dwell where strife cannot pursue,—
Seek not the restless, heaving sea,
But the desert's deathless calm.

From turmoil of this daily life
It's sweet at times to draw apart,
To know the stillness and the charm
With which the desert heals the heart;
No peace is there by the running sea,
But balm in the sagebrush calm.

* * *

Opal Mist

ALICE TENNESON HAWKINS
San Pedro High School

OPAL opal mist is on the sea,
The joyous mist of summer;
As radiant as the mist through which a maid
Beholds her bridal morning;
A glistening mist where grey gulls, circling, fade
Like happy thoughts that vanish,
Return, and fade again in mystery;
A veil of jeweled brilliance
That scarce conceals the fragrant low-tide beach
Where wading wild birds scurry
In game of tag with breakers' lazy reach;
A luring iridescence
Is Summer's opal mist upon the sea.

A Fourth Grade Writes Poetry

ELEANOR LEONARD, *Fourth Grade Teacher*
John Muir School, Glendale

THE influence of creative thought is apparent in many subjects of the curriculum,—in art, music, language, and even in physical education. The modern school gives children many opportunities for self-expression and free interpretation. Of course, "there is nothing new under the sun," but there is much that is new to the experience of all of us—most particularly to that of the child. Creative work helps to enrich the experience of the child. It gives him a realization of, and an appreciation for, the accomplishments of those who create.

Because we emphasize creative work in language we do not mean that we expect to produce poets and authors for later days. We are happy if we merely release written English from stiff formalism,—from a "tight" stereotyped style. Children are naturally imaginative, clear-minded and simple. They love opportunities to express themselves freely. The poems that follow are the first attempts of fourth grade boys and girls in the John Muir School, Glendale, California.

Some children felt the need of rhythm more than others did. It seemed almost natural for them to write their lines in an easy, even meter. "The Little Brook" is a pleasing, simple unit.

The Little Brook

Burton Arnds

The little brook is running
And the flowers are nodding
The leaves on the great trees are fluttering softly
While the blue bird is building her nest.

"The Moon" is another example of rhythm. This young poet shows strength and vigor in his attempts. His picture is vivid.

The Moon

Clay Kelley

The moon is made of bright green cheese
That glitters through the night
And sparkles on the town
And dogs bark up at it.

Another rhythmical stanza is "Goodbye Little Bird".

Goodbye Little Bird

Francis Shaver

Goodbye little bird
Fly to the sky
Singing and singing
Good-morning on high.

Some of the children felt the necessity of rhyme, and nearly all of these achieved rhythm, too. Here are two delightful efforts.

Stars

Charmion McGuirk

The stars go very softly by
Way, way up in the sky
And very softly do they sigh
And wish and wish that they were I.

The Wind in My Hair

Geraldine Winn

The blue birds fly
In the southern sky
While the wind in the air
Is blowing my hair.

Flying Birds

Betty June Schneider

Over the tree tops so high
I see the birds fly by
With their soft wings
Oh, tell me, how do they fly?

Some of the children felt an urge to express emotion. Their results are naive. "Sunshine" is a good example of this type.

Sunshine

Ray Lee Jansen

The sun is shining very bright
The flowers are smiling at every one
Then I smile, too
Then everyone is happy.
I hope the sun shines tomorrow.
The sun fairies come and peep right in the window!

Most children are very imaginative and delight in fairy folk. There is something charming in these imaginative thoughts by Edna Ehrenhart.

If I Were a Fairy

If I were a fairy I would come to the earth on a rainy day

I would come on a silver raindrop,
Then I would sail down a stream on leaves,
And when it began to get dark
I would go home to the moon on a fairy bird.

Beautiful Rain

The rain is very beautiful
And very graceful, too.
There is a little fairy on each little raindrop.
Raindrops are just like small balloons
A-sailing in the air.

The Lady in the Moon

The moon looks like a fairy lady to me
She goes so gracefully along in the sky
Where all the little stars peep at her—
But she never stops until it is day.

My Daddy's Overcoat

My daddy has an overcoat
 He wears it in the rain,
 And every time he wears it
 Rain fairies crowd into his pocket
 And when he comes home
 He says he is happy
 And I know why!
 The rain fairies in his pocket
 Made a wish for him!

The little girl who wrote "Spring" seems to have caught the spirit and happiness of that season.

Spring*Doris Donaldson*

Spring! Spring! Spring has come at last
 The grass is green and the flowers are bright,
 The brooks are singing a merry song
 And the birds are coming back.
 The world is all in joy
 Such a happy time, when Spring has come.

Acacia Hills*Clifford Bayless*

Acacia Hills are pretty
 With green grass growing on them,
 The hills are dotted with pink houses.
 Some hills have blue and yellow houses.

These children were not interested in poetry until they heard some of Hilda Conklin's verses. These verses were carefully selected; chosen because they were related to the children's interest and on a level with their understanding. They were read in a natural, conversational way. Nothing much was said about them.

More were read another day. Other types, by other authors were read. Some rhymed, some didn't. All of them had rhythm. Some were imaginative. Others were realistic, word pictures. The children's interest was never strained; the reading always stopped in time. Two or three children started writing poems on their own initiative. One little fellow brought a poem that Daddy had written. Others brought poems that they found in magazines and books at home. These were read to the class.

At last readiness was established. The class had learned to enjoy poetry and was happy at the thought of writing original verse. The first attempts were carefully criticized. The most successful ones were read to the class—lines and phrases of others were commended. Unusual ideas were encouraged, suggestions were made. More of Hilda's poems, and others, were read to the class.

Then seven or eight of the children illustrated their expressions, pasted the poem and illustration on large sheets of colored paper and took

their work to a Parent-Teacher Association meeting. These boys and girls felt considerable satisfaction.

Other children wanted to illustrate their poems—crayola was the medium used—and so the class decided to make a book of poems. Only the best work of the class is in this book. The children are very proud of it. The whole activity was a worthwhile experience.



MEMBERS of the Junior Red Cross carry out a variety of classroom projects of a local, national and international character. They make toys for children in hospitals, design and print holiday menu folders or greeting cards for enlisted men in the Navy, and for patients in U. S. Veterans' Hospitals, exchange school materials and handiwork with U. S. Indian Schools, send the famous little Christmas boxes to school children of Europe and our insular possessions, and make up portfolios for the Junior Red Cross International School Correspondence carried on among approximately fifty countries in all parts of the world.

The above poster in color, and other helps for teachers, may be obtained from the local Red Cross Chapter or from the Pacific Branch office of the American Red Cross in San Francisco.

Changes in California School Personnel

Herewith are given concisely a few changes in California school personnel, which took place during the past few months. Northern California changes were noted by Sam M. Chaney, director of the C. T. A. Placement Bureau. Southern California changes were listed by F. L. Thurston, executive secretary of the C. T. A. Southern Section.—Editor.

I. Northern California

Name	Was at	Now at	Principal Last Year
J. F. West	Pasadena (supt.)	<i>Albany (supt.)</i>	Melrowe Martin
Frank H. Boren	University High, Oakland	<i>San Mateo (supt.)</i>	W. L. Glascock
Chas. Moore	Orland (teacher)	<i>Cedarville</i>	R. A. Smith
A. J. Young	San Francisco (teacher)	<i>Chowchilla (prin)</i>	Grace DeFremery
Lloyd K. Wood	College City (teacher)	<i>College City (prin)</i>	Carl M. Eklof
John B. Thomas	Danville (teacher)	<i>Danville (prin)</i>	Paul C. Bickel
H. T. Atkins	U. of C. (student)	<i>Dorris (prin)</i>	J. E. Bates
Edwin A. Wells	Paso Robles (vice prin)	<i>Elk Grove (prin)</i>	Roy E. Learned
Alfred Christensen	Pleasanton (teacher)	<i>Ferndale (prin)</i>	Harry W. Auten
		(Mr. Auten accepted the vice-principalship of the Angels Camp High School. Last year he was in charge of the High School at Ferndale)	
Cree T. Work	Loyalton (prin)	<i>Central Union (prin)</i>	W. G. Martin
T. J. Roesman	Gridley (prin)	<i>Garberville (prin)</i>	Jefferson Cralle
		(Mr. Cralle will act as vice-principal of the Crockett High for the school year '28-'29)	
O. H. Richardson		<i>Geyserville (prin)</i>	H. D. Billman
J. B. Underwood	Grass Valley (teacher)	<i>Grass Valley (prin)</i>	W. S. Millar
R. W. Clothier	Hilmar (prin)	<i>Gridley (prin)</i>	T. J. Roesman
H. R. Olson	Raymond (prin)	<i>Hilmar (prin)</i>	R. W. Clothier
Joseph Bisig	Colusa (teacher)	<i>Hughson (prin)</i>	J. C. Templeton
Lloyd C. Sweetman	Grass Valley (teacher)	<i>Ione (prin)</i>	C. W. Bursch
Ben R. Curry	LeGrand (vice prin)	<i>LeGrand (prin)</i>	Douglas R. Miller
G. A. Spiess	Wheatland (prin)	<i>Livermore (prin)</i>	Herbert Lee (retired)
H. H. Sauber	Downieville (prin)	<i>Loyalton (prin)</i>	Cree T. Work
Arthur Baker	(business)	<i>Downieville</i>	
C. G. Bradford	Corcoran (supt)	<i>Mariposa</i>	Wm. Godward
Thornton Battelle	Maxwell (v. prin)	<i>Maxwell</i>	Harold Hendricks
			(elected in Oakland)
A. J. Rathbone	Polytech. S. L. Obispo (teacher)	<i>McArthur (prin)</i>	Marple Laird
		(Mr. Laird will teach in High School of Commerce, S. F., 1928-29)	
Stanford Hannah	Denair (v. prin)	<i>Mendocino (prin)</i>	F. M. Eakin
C. E. Overman	S. F. (teacher)	<i>Modesto (prin)</i>	E. R. Ritter
Delbert Brunton	State Teachers Col. Chico (prof)	<i>Mt. View (prin)</i>	Wm. Otto (prin)
Wm. Otto	Mt. View (prin)	<i>Fresno (prin)</i>	
George A. Rice	U. C. Berkeley Dept. of Ed.	<i>Oakland, U. H. S. (prin)</i>	F. Boren (prin)
Frank Hyames	Stanford Univ. (grad. student)	<i>Quincy (prin)</i>	H. C. Fox (will study in East 1928-29)
Ross Dewdney	Tuolumne (v. prin)	<i>Raymond (prin)</i>	Harold Olsen
Charles E. Teach	Bakersfield (city supt)	<i>San L. Obispo (city supt)</i>	A. H. Mabley
F. M. Eakin	Mendocino (prin)	<i>Santa Paula (prin)</i>	Frank Jones
J. O. Coppock	Upper Lake (v. prin)	<i>Upper Lake (prin)</i>	W. J. Pierce
W. J. Pierce	Upper Lake (prin)	<i>Vacaville (prin)</i>	E. W. Stoddard
		(Mr. Stoddard will remain in school as vice-prin)	
Melrowe Martin	Albany (supt.)	<i>Ventura (supt.)</i>	H. O. Wise

L. J. Williams Oroshi (prin)
Arnold Joyal Wheatland (v. prin)
D. M. Bissell Fresno
O. S. Hubbard Fresno (ass't. supt)

Visalia W. M. Coman
 (Mr. Coman will teach in L. A. next year)
Wheatland (prin) G. A. Spiess
Woodlake (prin) S. E. Hargis
Fresno (supt) Fresno

Clarence S. Cramer, member of the faculty of the Willard Jr. High, has accepted the principalship of the McKinley Jr. High School in Berkeley.

L. E. Chenoweth, county superintendent of schools, Kern County, has been elected city superintendent of the Bakersfield Schools.

Herbert Healy, ass't. superintendent of Kern County Schools, has been appointed county superintendent.

Walter R. Hepner has been appointed superintendent of the San Diego Schools.

O. T. Olson, graduate student of Stanford University, has accepted the principalship of the Shafter, Kern County, Grammar School.

H. A. Steidley of San Rafael has accepted the principalship of the Standard School, Kern County.

Mrs. Addine Reedy has accepted a position as rural supervisor of Modoc County.

L. R. Spencer of San Rafael has accepted the principalship of Calistoga.

David Hand, formerly principal of Elk Grove Grammar School, has accepted the principalship of the Manton Grammar School.

L. Wells of Mendocino goes to Atwater Grammar School.

Samuel Coombs of Riverbank has accepted the principalship of the Folsom Grammar School.

T. V. Cardoza of Modesto has accepted the principalship of the Riverbank Grammar School.

Dan Reese of Folsom Grammar School has accepted the principalship of the Elk Grove Grammar School.

II. Southern California

P. Harrison Hurst, formerly principal of Mountain Empire Union High School, elected principal of Barstow Union High School.

C. O. Harvey, formerly principal of Beaumont Union High School, elected principal of Brea-Olinda Union High School.

Percy E. Palmer, science teacher in Brawley Junior College, has been elected principal of Brawley Union High School and Junior College.

J. M. Hawley, formerly director of physical education Memorial Junior High School in San Diego, elected principal of Carpinteria Union High School.

E. H. McMath, formerly teacher in Santa Ana Junior College, elected principal of Elsinore Union High School.

W. R. Hull, formerly of Arizona, elected principal of Fillmore Union High School.

Leroy L. Doig, formerly vice-principal of Garden Grove Union High School, elected principal of that school.

C. B. Schrepel, formerly of Arizona, elected principal of Mountain Empire Union High School.

A. Haven Smith, formerly principal of Redlands Union High School, elected principal of Orange Union High School.

George R. McIntire, formerly principal of John Adams Junior High School in Santa Monica, elected principal of Redlands High School.

F. M. Eakin, formerly principal of Mendocino

Union High School, elected principal of Santa Paula Union High School.

Curtis L. Pollock, formerly a teacher in Simi Union High School, elected principal of that school.

M. J. Harkness, formerly vice-principal of Coachella Valley Union High School, has been elected principal of Victor Valley Union High School at Victorville.

Junior High School

Nellie Green Clarke, formerly dean of girls at Pasadena High School and Junior College, has been elected principal of George Washington Junior High School in Pasadena.

C. Durwood Baker, formerly of Columbia University, has been elected principal of the Junior High School at South Pasadena.

Superintendents

F. A. Henderson, formerly principal of Orange Union High School, has been elected superintendent of Burbank City Schools.

Ira C. Landis, formerly assistant superintendent of Riverside City Schools, has been elected superintendent of Riverside City Schools.

Walter R. Hepner, formerly superintendent of Fresno City Schools, has been elected superintendent of San Diego City Schools.

P. N. Bennett, formerly vice-principal of El Segundo High School, has been elected district superintendent of Beaumont.

Leonard F. Collins, formerly superintendent

of Burbank City Schools, has been elected superintendent of Chino Schools.

McCall Aldrich, formerly district superintendent of Chino Schools, resigned due to ill health.

C. B. Baldwin, formerly of Colorado, elected district superintendent of schools at Huntington Beach.

C. L. Johns, formerly vice-principal of Huntington Park Union High School, has been elected district superintendent of schools at Huntington Park.

James C. Haines, formerly principal of Intermediate School at Azusa, elected district superintendent at Lennox.

Boyden G. Hall, formerly district superintendent at Willowbrook, elected district superintendent at Rosemead.

F. Stanley Powles, formerly principal of the Grammar School at Beaumont, elected district superintendent of South Santa Anita Schools.

Melrowe Martin, formerly superintendent of Albany Schools, elected superintendent of schools at Ventura.

Charles Harry Peterson, formerly principal of George Washington Junior High School, Pasadena, has been elected Director of the Bureau of Child Welfare and Guidance of Pasadena.

* * *

A Good Progressive School

ADELAIDE V. BEACH, *Principal*
Las Lomitas School

SOME of our foremost men have been the product of the "little red schoolhouse" not because it was little but because, in spite of its drawbacks, it offered opportunities to develop the good qualities that were inherent in these men.

Today many people deplore the little school and prefer to send their children to the larger centers where, it is said, they have great facilities for learning.

We will not argue the question but will proceed to show that even in a small rural school, children may be given opportunities to develop fine character, strong bodies, and active minds.

The people of the Las Lomitas District like a little school carried on in a big way. They are agreed that the children of this district deserve as good, as broad, and as progressive an education as they might receive in an urban district.

Three full-time teachers are employed and devote all their attention to teaching the "academic" subjects. Part-time art, music and manual training instructors offer work along these lines.

The work in art includes clay modeling, sewing, painting, drawing, cut-work,—all of which are presented so as to develop the creative ability in the child. Besides the regular program of public school music in which all participate, lessons in orchestral instruments (including the piano) are given to all pupils who own instruments.

The violin, viola, cello, trombone, clarinet, and trumpet are representative instruments owned by the students.

The manual-training department includes a well-equipped shop having wood-lathe and electric saw, both gifts of the Parent Teachers' Association which is an active factor in the district.

A portable motion picture machine is the property of the school. Visual instruction has been given regularly every week for the past few years.

A civic club of citizens of the school is very active. Meetings are held regularly once a week during school hours. A program of fire prevention, safety first, kindness to animals, red cross and first aid, is carried out through this organization.

A vigorous program in physical education is carried on and all aids in developing strong, active, healthy bodies are stressed. Milk is served regularly. Hot lunches (a cook provided by the P. T. A.) are served during the cooler months. Good scales are owned by the school. Pupils are taught to form right health habits.

The school is a member of the county library and values it very highly. Books on every subject are available and children are taught to use them. A branch of the county library is housed in the building and is open for the use of the community one night a week.

The school subscribes for several high-class magazines. A picture catalog is one of the aids to study. Excellent projects are carried on throughout the grades. Children assume responsibilities which develop dependability and self-reliance.

"A good thing to remember

But a better thing to do

Is to belong to the construction gang

And not to the wrecking crew"

* * *

Simba, the official motion picture record of the **Martin Johnson African Expedition**, is being shown in California cities, under auspices of American Museum of Natural History and California Academy of Science. It is a superb reproduction of wild life in Africa; has high educational value, and represents a substantial contribution to our knowledge of wild animals in their native haunts.



HENRY GEORGE CLEMENT

HENRY GEORGE CLEMENT was born on a farm at West Gorham, State of Maine. He attended the district school, the town high school, and graduated from Bowdoin College. He was principal of various high schools in Maine and finally of Bridgton Academy, one of the oldest preparatory schools in the state. The academy celebrated the hundredth anniversary of its founding while Mr. Clement was principal.

In 1909 Mr. Clement came to Redlands as principal of the high school, a position which he held for nine years. In 1918 he became Superintendent of Schools of Redlands and holds that position at the present time.

Mr. Clement married Ella Hancock Irish of Buckfield, Maine. They have three children. Dorothy graduated from Mills College in 1927 and is now teaching in Riverside. Gail has completed her junior year at the University of Redlands. Robert is a sophomore in the Redlands High School.

Mr. Clement has been active in the affairs of the C. T. A. having been a member of the Executive Committee C. T. A. S. S., and a member of the State Council of Education. At present he is a Director of the C. T. A. He is also a Director of the Redlands Chamber of Commerce and a member of the San Bernardino County Board of Education.

Two New Members

of the Board of Directors
California Teachers Association

Mr. Clement and Miss Moorhead are new members on the C. T. A. Board of Directors, and distinguished school workers in Southern California. Both have made brilliant records in the field of educational and community service.



GLADYS EVELYN MOORHEAD

BORN in Los Angeles, graduated from Los Angeles city schools, three years college training at University of Southern California and U. C. L. A. Taught 14 years, 12 years in Los Angeles City, 10 years under department of psychology and research. She has taught in country district, in school for sub-normal children, first and second grade, adjustment room, opportunity room, play ground; and for seven years Educational Clinic, handling unusual educational misfits, including non-readers and children with so-called "special" disabilities.

Miscellaneous organization experience: Chairman Committee which formed Superintendent's Advisory Committee of Los Angeles in 1922. Chairman Legislation, L. A. C. T. C. 1924-25. President L. A. C. T. C. 1925-27. Now member State Curriculum Commission; Council of So. Sec., C. T. A.; State Council of C. T. A.; Committee on Tenure of N. E. A.; Committee of Reapportionment of Funds, C. T. A.; Chairman Tenure Committee So. Sec., C. T. A.; Chairman Salary Committee L. A. C. T. C.; Chairman of Education L. A. League of Women Voters.

Southern California Art Teachers Association

NEW Officers—President: Jean Abel, 1307 East Wilson Avenue, Glendale; **Vice President:** Marjorie Hodges, 322 S. Hoover, Los Angeles; **Secretary:** Annie McPhail, 1730 W. 43rd Place, Los Angeles; **Treasurer:** Helen Ryan, 394 West School Street, Compton.

Executive Council—Jean Abel, Ida May Anderson, Katherine Ainsworth, Marjorie Hodges, Lucy Jack, Fannie Kerna, Annie McPhail, Helen Ryan, Vivian Stringfield, Irene Swan.

Committees—Program: Annie McPhail, Irene Swan, Vane Howenstein. **Social:** Vivian Stringfield, Dorothy Chalker, Katherine Keller. **Exhibitions:** Lucy Jack, Ida May Anderson, Olive Newcomb, Doris Spencer. **Institute:** Fannie Kerna, Marjorie Hodges.

Legislative: Elizabeth Gleason, Caroline Wood, Mr. Sterrett. **Loan Exhibition:** Josephine Rob-

erts, Eleanor Plaw, Mildred Hartzig, Jesse Lewis, Lucille Hinkle. **Art Major:** Marie V. Smith, Ruth Burdick, Edna Jones.

Vocational: Jane Hood, Douglas Donaldson, Bertha Foster. **Membership:** Helen Ryan, Mary Beth Abbott, Marian Grey, Ethel Donaldson, Fred Schwankowsky. **Publicity:** Katherine Ainsworth, Gayl Hayes, Donald McFadyen.

This Association now has nearly 300 members and is growing rapidly. It is planning an extensive exchange of loan exhibits.

O. S. Hubbard is now Superintendent of Fresno City Schools, succeeding Walter R. Hepner who has gone to the superintendency of San Diego City. Mr. Hubbard has risen rapidly in the educational field as a capable and progressive schoolman. He is a prominent worker in the C. T. A. and in local societies.



FROM THE FIELD



WALTER B. CRANE

AS WE REMEMBER HIM

MR. CRANE'S life has made a deep and lasting impression upon those of us who were privileged to be closely connected with him. The Metropolitan High School, which Mr. Crane so faithfully piloted for the last five years, has as its motto "Do the common things of life uncommonly well." Our departed friend was the embodiment of this statement. Every duty in connection with his many local and state responsibilities were executed with remarkable ability.

Mr. Crane always gave all of himself to each task in hand. He has left his mark as a real man, because he was big enough and noble enough to do the seemingly small things exceedingly well. With Mr. Crane in charge of any task, large or small, every one felt safe.

We loved our Mr. Crane. He was ever approachable, none of us shall forget his friendly twinkle. No matter what joy or discouragement came to any of us, we told Mr. Crane. He listened; he fully understood us.

Mr. Crane was especially endowed with a judicial and legal turn of mind. He was able to see every side of the question. There are few men who knew and interpreted California school law better than he did. This fact made him a very desirable and much sought after man as chairman of many committees throughout the state.

His distinctive service as a special representative of the Los Angeles School System during the legislative session, in the spring of 1921, was one of his extraordinary contributions to education in California.

His recent election as President of the California Teacher's Association was a real inspiration to him. He approached this state responsibility with renewed vigor, and out of the richness of his past experience, he again gave his best.

Mr. Crane enjoyed listening to jokes and also loved to tell them. He personally had a regular stock of them. He was sociable and enjoyed the friendship and company of his large faculty and the thousands of students. He liked to stand in the hall and smile at the students when they went home. We always respected him as our principal, but we were inclined to think of him more as a friend and brother.

As the days go by many pleasant memories will continue to come to us when we think of our beloved friend, Walter B. Crane.

Mr. Crane was born near Cincinnati, Ohio, in 1880. He taught school in Norwood, Ohio, before he came to Los Angeles. Ever since April, 1912, he has been identified with the Los Angeles Schools. For several years he served as a teacher. His qualities for leadership were noticed very early in his career. After a brief teaching experience he was elected principal of the Ramona Elementary School. He has contributed much towards the advancement of the Ameri-

canization work as Evening School Principal. In September, 1923, he was selected to be Principal of the Metropolitan High School, which position he held until August 3, 1928.

The following is a quotation taken from a Metropolitan High School student's letter addressed to Mrs. Crane:

"We knew Mr. Crane as a pal, a tried and true friend at all times, and a person to whom we could go to iron out our difficulties and work out our problems. He commanded the respect and admiration of the entire student body.

"With the passing of Mr. Crane, Metro High has lost its guiding genius, but we wish to assure you that the memory of his big brotherliness and his wise counselship shall always remain indelibly stamped in our hearts."

His sterling character expressed itself in thoroughness and dependability in his profession; in sincerity and understanding in his personal relationship; in calmness and justice in adjusting problems and in permanency and loyalty in all his friendships.

His life revealed a spiritual relation with the Eternal, which grew out of his personal ideals and his implicit faith in God.—H. O. Dyck, Vice-Principal, Metropolitan High School, Los Angeles.

• • •

WALTER B. CRANE, who became a teacher in the Los Angeles City Schools in 1912, has been recognized for more than a decade as one of the worthy leaders in his profession in this city.

In 1920, Mr. Crane was elected a member of the Southern Council of California Teachers' Association. Early in 1921, his Los Angeles friends urged the Southern Council to appoint him to represent the teachers of Southern California at Sacramento, which action was unanimously adopted.

The 1921 session of the Legislature was an important one in the history of the California school program. The King Tax Bill, which was recognized by school people as an enabling act for Amendment XVI, was bitterly fought by the corporations. Mr. Crane worked in the interest of harmony and added to his already large number of friends.

Mr. Crane was nominated for the presidency of the Southern Section for the year 1923 and elected to that position without opposition. He served the Association in that capacity with distinction. It was a year noteworthy in the matter of growth in membership and for excellence of Institute and Convention programs.

In 1924, Mr. Crane was elected a member of the State Board of Directors of California Teachers' Association, which position he has held to the present time.

Few past presidents of the Southern Section have continued in such regular attendance at Southern Council meetings as did Mr. Crane. He gave consistent evidence of warm interest in

Association affairs, and served as a member of the Legislative Committee.

During the past two years he was chosen as chairman of the Legislative Committee of the Southern Council, although not a member of that body. His untiring zeal and acquaintance with the work of the Legislature enabled him to keep Association members well informed as to the action of the Legislature.

Mr. Crane's most noteworthy work as a member of California Council of Education was as chairman of the Committee on Affiliation of Teacher Organizations. It is believed the work of that committee may be far-reaching in its results.

In the death of Mr. Crane, the teachers of our state lost a leader who held the confidence of a large circle of acquaintances in the business world, as well as in the profession. It should be an inspiration to the profession that at the time of his death his strongest impulse was service to the Association.—F. L. Thurston, Executive Secretary, Southern Section, C. T. A., Los Angeles.

WHEREAS: Death has stolen unheralded into our midst and called Walter Bergen Crane to rest from his earthly tasks, taking from Alpha Epsilon chapter one who so well exemplified the ideals of Phi Delta Kappa, and

WHEREAS: Walter Bergen Crane, educator and christian citizen, if he could speak to us once more would bid us put aside our sorrows and disappointments, and "carry on" in our pledge of service to the childhood of the Nation: be it

RESOLVED: That we, the members of Alpha Epsilon Chapter of Phi Delta Kappa do express to the sorrowing family of Brother Crane our sincere sympathy, and be it further

RESOLVED: That as we pause in sorrow at the loss which we share with the schools of our state and nation, we pledge ourselves anew to the ideals of research, service and leadership, cherishing the memory of one who gave his life for the greatest of all.—Service.—Frank X. Goulet, George Garfield Morgan, Clement H. Smith, Committee, Phi Delta Kappa, University of Southern California, Los Angeles.

Insurance for Teachers

A TEACHERS Bureau of Insurance acts as a center of information, counsel, advice and even assistance.

Many forms of insurance protection exist and such a Bureau is worth much in saving of time and of worry for members of the teaching profession.

With these days of rush and overcrowding, it is advisable to pause and look into our own needs and consider life or income insurance in the light of investment as well as protection. Insurance is not only protection; it represents financial independence.

The Teachers Bureau of Insurance is constantly studying those forms particularly suited to the teacher. Inquiries receive courteous treat-

ment at all times in addition to personal attention to individual problems.

During the past months several claims were paid to teachers who suffered accidents during their vacation. Assistance was also rendered to some who were in a quandary regarding certain insurance matters.

A California teacher prior to leaving for her vacation took out an accident policy. Unfortunately the joy of her trip was halted by the occurrence of an automobile accident which necessitated confinement in a hospital for several days and curtailed walking for several weeks. Her foresight in having sought the proper protection before embarking on her journey, was the means of re-embursing her for her enforced hospital expenses.

California Visual Materials

A NEW series of visual education materials, of particular excellence and featuring California subjects, is issued by George E. Stone, director of Visual Education Service, 7024 Melrose Avenue, Los Angeles. This new and valuable service is a non-profit institution incorporated under the laws of California and dedicated to the use of photography and illustration in education.

By outright gift Visual Education Service, Inc., has acquired the entire photographic library and the entire stock in trade of the George E. Stone Laboratories, which have been discontinued. They are distributors and sales agents for this material, which includes:

Lantern Slides, Stereographs and Flat Photographs

Amoeba to Man—100 slides covering the subject of General Zoology.

Trees of California—87 slides stereographs.

Marine Life—25 slides and stereographs.

Wild Flowers of California—50 slides and stereographs.

Western Birds—75 slides and stereographs.

Motion Pictures

These productions include:

How Life Begins (4 reels).

The Living World (4 reels).

Food (1 reel).

The Flame of Life (1 reel).

The whole plan of Visual Education Service, Inc., is to operate as a commercial concern, except that all of its revenue can be used only to extend the service, and no profits can ever be distributed. Consequently every purchase made through them is a direct aid to the cause of Visual Education. Howard Hill Equipment Company is distributor, with headquarters at 21 Second Street, San Francisco.

Furthermore, all of the negative library is held in perpetual trust as an asset of the American public.

The control is vested in a non-salaried directorate of unquestioned integrity, and consequently donations of photographic material, funds or other assets are solicited with the definite assurance that the purpose of this institution will be fully carried out.

The C. T. A. urges all teachers to work for Number Six (Amendment 26) for the re-organization of the State Department of Education.

Children's Reading

Coe & Specht's Easy Steps in Reading.....	(1)	\$0.52	Baldwin's Old Stories of the East.....	(4)	\$0.60
Dunlop & Jones's Playtime Stories.....	(1)	.60	Baldwin's Thirty More Famous Stories.....	(4)	.72
Serl's Johnny and Jenny Rabbit.....	(1)	.56	Carroll's Alice's Adventures in Wonderland.....	(4)	.72
Silvester & Peter's Happy Hour Stories.....	(1)	.60	Baldwin's Old Greek Stories.....	(5)	.60
Baldwin's Fairy Reader.....	(2)	.52	Bradish's Old Norse Stories.....	(5)	.60
Smythe's Reynard the Fox.....	(2)	.52	Baldwin's Stories of the King.....	(5)	.72
Skinner's Happy Tales for Story Time.....	(2)	.72	Skinner's Tales and Plays of Robin Hood.....	(5)	.72
Lucia's Peter and Polly in Spring.....	(2)	.60	Baldwin's Don Quixote for Young People.....	(6)	.72
Baldwin's Robinson Crusoe Retold.....	(3)	.56	Baldwin's John Bunyan's Dream Story.....	(6)	.52
Stanley's Animal Folk Tales.....	(3)	.72	Baldwin & Livengood's Sailing the Seas.....	(6)	1.00
Skinner's Dramatic Stories for Reading and Acting.....	(3)	.60	Baldwin's Gulliver's Travels Retold.....	(6)	.52
Skinner's Merry Tales.....	(3)	.52			
Baldwin's Fifty Famous Stories Retold.....	(4)	.56			

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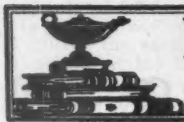
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EDUCATIONAL LITERATURE



Use Your Head

Three New Books on How to Study

MODERN teachers are not content to thrust the tools of education into the hands of their pupils. Educational psychology has shown us that children need instruction in how to use their mental abilities in the most effective way.

It is not surprising then that the technique of study is receiving much attention from teachers and writers. A new book, *Reading and Study*¹ shows teachers how to make reading a dynamic, acquisitive process rather than a serial exercise in word calling. The book is intensely practical and is based on scientific researches in reading habits. It will find a wide field of usefulness in teacher training institutions.

For secondary and college students, there is offered a volume on *The Technique of Study*² by Professor Crawford of the University of Southern California. This book is the fruit of a long period of research, teaching, and writing. The fifteen chapters deal with such pertinent topics as: Taking notes, memorizing, reviewing, taking tests. New-type questions accompany each chapter. The book will be useful for high school libraries and for orientation courses in colleges and junior colleges.

*How to Study Effectively*³ by Professor G. M. Whipple has been a standard guide in this field since its first appearance in 1916. It is now offered in a new edition and with a new addition. The addition consists of a series of separately-bound practice exercises in the application of the principles of study developed in the book. The new edition will be welcomed by high school teachers and will be used with good results by high school students throughout the country.—W. G. C.

• • •

Parents and Teachers

IN response to a wide-spread demand for such a book, Ginn and Company has published *Parents and Teachers*, a survey of organized co-operation of home, school, and community, pre-

¹Gerald Alan Yoakam, *Reading and Study*, New York: Macmillan, 1928. 502 pp. (\$2.00.)

²Claude C. Crawford, *The Technique of Study*, Boston: Houghton-Mifflin, 1928. 353 pp. (\$2.00.)

³Guy Montrose Whipple, *How to Study Effectively*, Bloomington: Public School Publishing Co., 1927. 96 pp.

pared under the auspices of the National Congress of Parents and Teachers and edited by Martha Sprague Mason, vice-president of this organization.

Part One opens with "Principles of Education" by Professor Henry C. Morrison of the University of Chicago, and continues with the respective contributions to education of the home, the school, the community, and religion.

Part Two deals with national and state congresses of parents and teachers; types of local associations; program-making; activities of a parent-teacher association; parent-teacher leadership; associations in rural schools; and what educators think of parent-teacher associations. The closing chapter is a short history of the National Congress of Parents and Teachers.

The appendix gives statistical data, organization charts, the by-laws of the National Congress, and a bibliography of literature relating to this subject.

• • •

Sprouting Seeds

AMERICAN Book Company has issued a delightful little 30-page brochure with the title given above. Therein are reproduced stories just as they were written in the classroom by children in grades 3 to 8. Also is given an interesting analysis of Pearson and Kirchwey's "Essentials of English". This text is published in a 2-book and a 3-book edition. From the rich experiences of the Horace Mann School of New York City, it makes the study of English a living subject.

Here is what Jack in the 3rd grade writes of "What the Bear Said":

"When I feel old Jack Frost whisk across the fields and crackle and break the branches of the forest, I run to the nearest den. I leap in and go to the far corner and there it is quite warm. Then I say to myself, 'Ha! Ha! Jack Frost can make the other animals shiver and shake and freeze, all except me'".

• • •

The Young Collector

WHEELER McMILLEN has written, and D. Appleton and Company have published, this interesting book concerning collecting. This clear and original guide shows how a boy may gather together and arrange stamps, coins, Indian relics or the fascinating trophies of nature and science, and how a girl may go about it to collect dolls, wildflowers, shells and the like.

How to make the best use of school and local museums, of cameras, flags and scrapbooks—all is set forth in exact and suggestive detail.

Wheeler McMillen, himself an experienced collector, here opens up to young people a world of information, and of those rare joys that only a collector knows.

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The Educational Department



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Above—a photograph of grade 7 A—Goodrich School, Chicago, Ill. Miss Florence Ercay is the teacher. The Class, as usual, is using Compton's in the preparation of its geography lesson.



MISS EVELYN COLBY
Principal
The Goodrich School,
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William M. Tanner: Teacher of Correct English

MARIAN RHODS, *Boston, Massachusetts*



N Marshfield, Massachusetts, near the crossroads, where the main highway swings forward in the direction of Plymouth, and where a side road winds its leisurely way to Humarock Beach, stands a comfortable white house of distinctly New England flavor.

Here I found William M. Tanner. One might anticipate finding an authority on English correcting a proof-sheet, but Mr. Tanner was engaged, at the moment of my appearance, in fitting a red bathing cap on the head of his small son, Stephen. Stephen bade me welcome with all the manner of a southern gentleman, and, advising me that he spent most of his time at the beach, forthwith disappeared.

Thus deserted we betook ourselves to the living room where large bowls of flowers, a delightful fireplace, books (Mr. Tanner's "Composition and Rhetoric" and "Correct English" were modestly missing), comfortable chairs, and a distant view of the sea, provided just the right atmosphere for easy conversation.

Here I discovered that Mr. Tanner lays no claim to New England heritage. What he has inherited, however, is an instinct for teaching, for both his father and his grandfather were teachers. Mr. Tanner's boyhood was spent on a farm in Texas whither his father had gone when failing health forced him to give up the teaching of Latin and Greek. The days were busy with plowing, cultivating, and harvesting, but in the evenings the boy studied under his father's guidance.

AS soon as he had finished normal school he began teaching in a country school and taught about everything. From there he went to a high school in West Texas where he taught English. The following year he became prin-

Knowing that the teachers of California will be interested in the life and work of an author whose books are used in such numbers by our own children we are presenting herewith an appreciation of William M. Tanner of Massachusetts.—Editor's Note

cipal of another high school in the same county and continued the teaching of English.

He left there to go to the University of Texas where he received his M. A., remaining there to teach English. Two other excursions in teaching—one to the Allen Academy for Boys for a year, the other to North Texas State Normal for a year, gave profitable experience.

The long step from Texas to Massachusetts was taken as the result of Mr. Tanner's desire to study at Harvard. While at the University of Texas, he collected "Essays and Essay Writing" (Atlantic Monthly Press). This caught the eye of Professor Dallas Lore Sharpe of Boston University. A year after Mr. Tanner came to New England he was made instructor in Boston University in charge of all courses in freshman English.

The success of Mr. Tanner's methods of teaching led to numerous suggestions that he make them available for the use of other teachers. In due course "Composition and Rhetoric", a textbook for the high school, was published.

Its immediate success created the demand for a book to precede it. For the past three and a half years Mr. Tanner has limited his teaching to extension courses and has devoted a considerable part of his time to the writing of "Correct English".



William M. Tanner

WITH a little persuasion Mr. Tanner told me something of the story back of "Correct English". His teaching of teachers for two years at the

Harvard Summer School had kept him closely in contact with the high-school teacher's point of view. But he wanted to be absolutely sure that that content of "Correct English" was in harmony with the interest and abilities of pupils of the age of high-school freshmen in all sections of the country.

Six hundred questionnaires were mailed to teachers, not only of English but of every other school subject, asking them to supply information as to the subjects in which they found their pupils most interested. The school papers of

(Concluded on Page 64)

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II.—The Dr. Harold W. Fairbanks Progressive Series of Geographies Developed According to the Problem Method compel the student to think through his Geography and force the teacher to use the most modern approach in Geography instruction.

North America, \$1.87; South America, \$1.87; Europe, \$1.87; Real Geography and Its Place in the Schools—a Teacher's Method Book, \$2.00. Fairbanks.

III.—Type Stories of the World for Little Folk and Our Neighbors Near and Far, by Ruth Thompson, for third and fourth grades respectively, are Geography Readers whose technique and appeal are leading to a nation-wide sale.

Type Stories of the World for Little Folk, \$1.12; Our Neighbors Near and Far, \$1.12. Thompson.

IV.—The Study Guide for Problems in American History by Ely, King, Storms and Bagley, The California State History Text for seventh and eighth grades, and is a book that aids the pupil in self-instruction and self-development and teaches him how to approach any historical problem with accurate logic.

Study Guide for Problems in American History, \$1.25. Ely, King, Storms and Bagley.

V.—The Practical Horticulture for the Pacific Coast by Dickson and Holmes is the most recent, practical and illuminative book yet published on that subject for high school use.

Practical Horticulture for the Pacific Coast, \$2.50. Dickson and Holmes.

VI.—Junior High School Science, by Corwin, published September 1st, follows the Course of Study in Junior High School Science worked out in Los Angeles by a representative committee of Los Angeles Junior High School Science Teachers who completed a three-year study this last Spring.

Junior High School Science, \$1.60. Corwin.

VII.—The Student's Guide in English by Melvins Stapp, teacher of English in the Hollenbeck Jr. High School, Los Angeles. A definite workbook for students of English in the Junior High School.

Student's Guide in English, Stapp. Board, \$.50; Paper, \$.40. Adopted in City of Los Angeles.

VIII.—The Junior Speech Book is a textbook of speech education for Junior and Senior high schools by Leonard G. Nattemper and William V. McCay of the Polytechnic high school, Long Beach, California. A book of usable content, the result of 20 years' work in teaching classes in speech. It outlines two sets of ten progressive projects in speech work.

The Junior Speech Book, Nattemper and McCay, \$1.50. Adopted in Long Beach, Santa Ana and other places.

Stories of Western Pioneers

HARR WAGNER declares that "the stories of western pioneers are as interesting, as romantic, as thrilling, as the heroic action of characters in fiction". He has recently published an illustrated supplementary reader of 200 pages, with the above title, and from the pen of the late Herbert Bashford.

The author is widely known as the writer of "At the Shrine of Song" and co-author of "A Man Unafraid", the story of John Charles Fremont. In the present volume Bashford zestfully narrates the adventures of Lewis and Clark, Jedediah Smith, Kit Carson, Fremont, John Sutter, Bret Harte, John Swett, Twain, Muir, and other Western heroes.

Particularly fine is the concluding chapter XV wherein is depicted the glorious and imperishable record of "The Pioneer Mother". The face of Eliza Ann Brooks looks out of page 185 with a spiritual strength and serene dignity that should be the heritage and inspiration of the young people of today. She was a Homeric figure. "The Pioneer Mother" is a great chapter in an excellent reader.

Would that every California boy and girl could read and learn these Olympian stories!

The Boys' Ben Hur

HARPER and Brothers, publishers, of New York and London, have brought out an abridged edition of this famous classic. The large volume is admirably printed and has many illustrations, some in color. \$2.00.

In the same series is "The White Company", a novel by A. Conan Doyle, with illustrations by James Dougherty. This adventuresome story of the days of the Black Prince will appeal to boys ages 12 to 18 particularly.

Books for Men and Boys

D. APPLETON and Company, publishers, of New York and London, have recently issued a number of interesting and zestful stories which have special appeal to boys and men.

Among these are,—The Giant's House, by Powel and Carter; Hunt Holds the Center, by Barbour; Drum Beaters Island, by Curtis; Ensign Wallie Radnor, U. S. N., by Miller; The Gold He Found, by Claudy; and The Spy of Saratoga, by Tomlinson.

These are well printed with large type on good paper with frontispiece plate and bright jacket. The literary quality of the stories is very good.

The Magic Pipkin

LIBRETTO by Camilla L. Kenyon of Berkeley, with music by Charles H. McCurrie of San Francisco, was given recently by the training school class of the Brigham Young University, Provo, Utah, under direction of Professor W. J. McAllister, director of the music department.

"Magic Pipkin" has been given at Fresno State Normal, Lowell School, San Jose, Lemoore Grammar School, Lincoln Grammar, Alameda and other California cities with uniform marked success.

Persons interested in such a work and desiring information relative to it may address Mr. McCurrie at the Hotel Majestic, San Francisco.

Finch's Guideposts to Citizenship

A BOOK is this which is designed to afford an appropriate introduction to the study of elementary civics in the upper grades and junior high schools. It treats of a variety of topics, all relating to the development of character and to the fitting of boys and girls for life in their community.

The presentation is made up largely of illustrative stories and poems and deals with real situations which appeal to the youthful mind. The author sets forth the obligations as well as the rights and privileges of young citizens, holds up for them worthy ideals, and provides material relating to school activities which affords training for citizenship.

American Book Company, 121 Second Street, San Francisco; Leroy E. Armstrong, Pacific Coast Representative.

The Play-Book of Columbus

PREVIOUS Play-Books have been already noted in the Sierra Educational News. Susan Meriwether, author, Frank Dobias, artist, and Harper Brothers, publishers, all merit heartiest congratulations upon this novel series. The present Play-Book of Columbus, like the ones dealing with Troy and Robinhood, is "a book, a toy, a play, and a game". In this series are effectively combined the elements of drama and motivation. 1928. \$2.00.

Children's Classics in Dramatic Form

ONE of the most praiseworthy features of the modern school is its abundant use of dramatic materials and its full recognition of the dramatic impulse. Augusta Stevenson, formerly a teacher in the Indianapolis schools, has prepared a remarkably good series of "Children's Classics in Dramatic Form," published by Houghton Mifflin Company. The original series appeared fifteen years ago. The new edition, in five or more books, has appeared recently. The dramatic forms and illustrations are worthy of high praise.

Little Color Books

THOMAS Nelson & Sons, publishers, New York City, are issuing a charming series of little books for little children. Each volume contains many full-page color plates. Among the titles are,—"Mother Goose", Anne Anderson Pictures; "Busy Bunny and Cuddly Kitty", by Clara G. Dennis; "Podgy Puppy and Naughty Neddy", by Clara G. Dennis; "A B C of Animals", by Julius King; "A B C of Birds", by Julius King; "Animal Frolics", by Julius King; "At the Zoo", by Mary Lewis; "Adventures of Chippy Bobbie", by Mildred Batchelder; "Animals We Know", by Bess M. Young; "Little Pictures", by C. M. and Amy Steedman.

Each volume comprises 100 pages and is attractively printed with bright binding and end papers.

Jan, Son of Finn. By A. J. Dawson, illustrated by G. D. Armour. 320 pages. E. P. Dutton and Company, 681 Fifth Avenue, New York City. 1928. \$2.50.

A well-told tale of the adventures of a dog and of the Northwest Mounted Police.

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The Children's Book

CERTAIN time-tested classics in the field of children's literature retain perpetual youth. Horace E. Scudder made a collection of the best and most famous stories and poems in the English language, which collection was first published in 1881 by Houghton Mifflin and Company.

It has gone through many printings at the Riverside Press and still has a wide popularity. It is now a volume of 450 large (8 x 10 inches) pages with many quaint and old-fashioned illustrations. It is the sort of book that belongs in school libraries and all other libraries which endeavor to meet the needs of childhood.

New Children's Books from Thomas Nelson & Sons

AQUAINT series of small books for small children by Thomas Nelson & Sons of New York City, includes among the new titles,—The Sleeping Beauty; Snowdrop and the Seven Dwarfs; Aladdin and his Wonderful Lamp; Ali-Baba and the Forty Thieves; Hop O' My Thumb; and Red Shoes. These beautiful little volumes are profusely illustrated with pictures and full-page plates in many colors.

"101 Games for Boys and Girls", by Maude Day Baltzell, is an illustrated book of 300 pages.

"Conquering the Air" by Archibald Williams, vividly portrays the romance of the development and use of air-craft. It has many illustrations and a bright jacket. This is the third printing of the newly revised edition.

"Strange Corners of the World", by J. E. Wetherell is a delightful book of travel and describes many little-known and interesting places.

"Pinocchio", by C. Collodi is here translated from the Italian by M. A. Murray and profusely illustrated by K. Weise. This is one of the "Honor Books" and has many full-page plates.

"The Little Brown Bowl" by Phila Butler Bowman comprises 75 new stories and verses. Mrs. Bowman is instructor in story telling in the New York State Normal School at Oswego.

All of these Nelson offerings are of high artistic and educational value.

Children's Books by Dutton

E. P. DUTTON & Company of 681 Fifth Avenue, New York City, have long been famous for their books for children and young people. Among their recent attractive offerings in the juvenile field may be noted the following,—Plays for People and Puppets, by Catherine Reighard; More About Ellie, by Eleanor V. Sloan; A Hat-Tub Tale, by Caroline D. Emerson; Travels of Sammy the Turtle, by Marion Bullard; Little Helskell, by Isabel Hurlbutt; Mutiny Island, by C. M. Bennett; The Boys Book of Camp Life, by Ella Jessupp; Count Billy, by Greville MacDonald; Cork Ships and How to Make Them, by Peter Adams.

All of these delightful books are excellently printed, profusely illustrated and wrapped in bright jackets. **Children's Book Week**, which is to be celebrated in November throughout the nation will bring to the attention of parents, teachers and librarians everywhere just such worthwhile books for young people as are these.

A Legend of St. Nicholas and Other Plays

COMPRISES three plays for the young people, by Beulah Marie Dix. The first is a Miracle Play of Olden Italy. The other two are Weal of Wayland's Well, a may-day game of merry England, and Princess Dayshine, a fairy tale of high Germany. The substantial volume of 276 pages is published by Samuel French, 25 West 45th Street, New York City. 1927. \$1.50.

Sally and Billy

FOR little children of the kindergarten and primary grades, The Child's Own Way Series of readers, published by the **Wheeler Publishing Company** of Chicago, is particularly suited. The little booklets are well adapted for the small hands and bright eyes of early childhood. The illustrations, in color, are admirably done.

"Sally and Billy" by Marjorie Hardy is a supplementary primer to be used with "Wag and Puff", the primer of the series. Other titles in the set are,—The Little Book Surprise Stories (First Reader), New Stories (Second Reader), and Best Stories (Third Reader). There are also manuals for the teacher's use.

The Little Book

THIS charming primer is one of "The Children's Own Way Series" published by the Wheeler Publishing Company, Chicago. Others in this bright series are "Sally and Billy" primer; "Wag and Puff" primer; "Surprise Stories" first reader; "New Stories" second reader; and "Best Stories" third reader. The delight of the pictures is surpassed only by the excellence of the pedagogic technique.

Spindlespooks

ZILLAH K. MACDONALD, author of "Cobblecorners", has written a new mystery story for girls with a picturesque description of Nova Scotia as background. This volume is a continuation of the former with the same group of fun-loving young people. It comprises 260 pages with frontispiece and is published by **D. Appleton and Company**; 1928, \$1.75.

New Plays

SAMUEL FRENCH, publishers of plays (Thomas R. Edwards, managing editor) has recently issued a number of "Junior League Plays", including: The Steadfast Tin Soldier, Magic In the House, The Dream Canal Boat, and When Toys Talk.

He also issues the "Thalian Guild Plays" of the Missouri State Teachers College at Kirksville. Among recent titles are,—The Resignation of Bill Snyder, Devils Lane, and In the Middle of the Road.

California schools are doing much in the dramatic field, and are extensively using the French publications.

"**Oh, Ranger!**" A Book about the National Parks. By Horace M. Albright and Frank J. Taylor 180 p. many illustrations, frontispiece, end paper maps, and jacket. Stanford University Press. 1928. \$2.50.

A colorful story of the National parks, in zestful literary style. Every citizen should meet the ranger!

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An Illustrated Directory of Modern Musical Instruments

HALL and McCreary Company, educational publishers, (430 South Wabash Avenue, Chicago) has published, under the title stated above, an excellent 48-page handbook. It includes a glossary of musical terms. The foreword is by Joseph E. Maddy of the University School of Music at Ann Arbor, Michigan. All modern musical instruments are illustrated clearly and in detail. There are many references to the instrumentation for "The Golden Book", also published by this company. The price is 25 cents each.

The Essence of Architecture

D. VAN NOSTRAND of 8 Warren Street, New York City, has recently brought out a beautifully-illustrated book giving architecture in "essence". William Rogers Greeley, with quick, crisp strokes, etches the true picture of architecture as an art. He clarifies for the uninitiated and vivifies for the connoisseur, the artistic in architecture. The beauty of architecture is dependent upon its background, its locality, its history, its purpose, and its personality.

This is the response of the feeling to true art which contains the attributes present in all periods and types of architecture and make for art and beauty. Art is man's expression of beauty. 120 pages; many illustrations; \$2.50.

Gilding and Compo Work

C. A. KUNOU, supervisor of manual education, Los Angeles City Schools, is the author of an excellently-written "Manual of Gilding and Compo Work". It also contains chapters on gesso and polychrome work. It is published by the Bruce Publishing Company of Milwaukee (1928; \$1.50).

Dedicated to the children of the Los Angeles City Schools, there are appropriate forewords praising Mr. Kunou, by Mrs. Susan M. Dorsey and J. C. Beswick. Mrs. Dorsey states: "This book is sent forth by a man who has devoted his life to the adaptation of manual training to the needs and possible achievements of children in the elementary schools. As opportunity has permitted, Mr. Kunou has diversified instruction to include more than formal models of the sloyd room, and has thereby made possible the use of themes and materials which lend themselves to production of articles that interest the very young child, such as toys, or that add to the conveniences and beauty of the home."

Mr. Beswick states: "The historical sketch of the beginning, the development, and the purpose of the use of the luxurious gilt finish, as well as the practical phases of the book, should appeal to the artist and the artisan, to the manufacturer, to the teacher, and to the home craftsman. The book fills a distinct practical need, as there is nothing of its kind on book shelves today."

The book is profusely illustrated, with half-tones, charts, and diagrams.

Thomas Y. Crowell Company of New York City publishes an extensive series of books for children and young people. These volumes are uniformly excellent in their fine typography and

abundant color illustrations. Among recent offerings are:

Castle Wonderful (Mazli) by Johanna Spyri, the author of "Heidi". The translation is by Helen B. Dole. This is a volume of 352 pages, 8 vo; \$1.50.

The Book of Famous Rulers, by Lydia Farmer, author of "The Book of Famous Queens", now appears in a new revised edition, 8 vo., 422 pages, 16 portraits, \$2.50.

Crowell publishes many other biographical books particularly adapted for juvenile reading.

Everyday Use of the Alphabet

NORMAN H. HALL of Hall & McCreary Company, Chicago, has prepared this praiseworthy 32-page booklet on practical lessons in alphabetical arrangements. Mr. Hall has become widely known as the author of Story Games with Pictures and Numbers, Work and Play with Words, Beginners Book in Reading and Spelling, and other progressive modern school aids. The present pamphlet (price 20 cents) will be of real interest to all elementary teachers.

Civilization in Europe

COLLEGE of the City of New York is the source, through two members of its faculty, of this distinguished college text. J. Salwyn Schapiro, professor of history, and Richard B. Morris, instructor in history, are the co-authors. The massive, well-printed volume of 750 pages is published by the **Houghton Mifflin Company** (1928; \$2.20) Part I treats of ancient and medieval times; Part II relates modern times in Europe.

The modern humanistic viewpoint is apparent on every page. It is a refreshingly interesting landscape which these writers depict. It is an extra-ordinarily good text.

The Trojan Boy, by Helen Coale Crew, is one of the new Century books for young people and is a bright jewel in their extensive series of childrens books. The Luck of Old Acres, by Elaine G. Eastman, is another recent offering in the field of childrens reading. The Century Company of 353 Fourth Avenue, New York City, stands high in the ranks of American publishing firms in the variety and high quality of its juvenile literature.

Genevieve Gertrude Herself and Her Book. Mariel Brady is a talented writer who understands and portrays the child mind with all of its capacities for imagination, originality and humor. "Genevieve Gertrude" is a fifth grade girl in a small New England town.

The story is one of schools and teachers and children and will delight teachers and parents alike. It comprises 300 pages, with illustrations and is published by D. Appleton and Company. 1928, \$2.00.

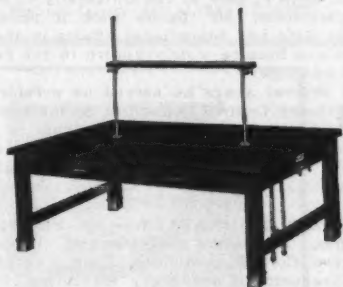
Irene of Tundra Towers. By Elizabeth Burrows. Illustrated by James Daugherty. 315 pages. Doubleday, Doran and Company, Garden City, New York. 1928, \$2.00.

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"Junior Books" is the title of a bright covered and abundantly illustrated catalog of the juvenile publications of Doubleday, Doran and Company of Garden City, New York. Several hundred books for children are described therein.

The Live Oak is a delightful and valuable little monthly magazine, devoted to nature study and edited by Harold W. Clark at Angwin, California. It is the only publication devoted exclusively to the birds, trees, flowers, insects, and other natural features of the Pacific Coast.

Published from September to June, for teachers and nature-study classes. 50 cents a year; 10 or more subscriptions, 30 cents a year, to one address. Special to schools: clubs of ten or more, 3 cents a month for each subscription, begin any time and end in June. All interested California teachers are urged to send for sample copies.

Appleton's Modern School Atlas. The publishing house of D. Appleton and Company, with headquarters at 29 W. 32nd Street, New York City, has brought out a particularly good school atlas. It is edited by George Philip and W. R. McConnell. There are 96 pages of maps and diagrams, in many colors. The index is in great detail and occupies 58 pages. \$3.50. The maps have been carefully brought up to date in every respect.

Everybody's Aviation Guide. By Victor W. Page, author of "Modern Aircraft", "Aviation Engines", "A B C of Aviation", etc. Price \$2.00. This guide, written in the form of a series of lessons or instructions, starts the reader at the beginning of the subject, outlines the elementary aerodynamical rules for the various forms of flying machines, describes typical conventional and unconventional forms of heavier-than-air and lighter-than-air craft, the functions of the various parts of an airplane and covers briefly the various parts of an airplane power plant in both air- and water-cooled forms.

It outlines fully all types of land and sea flying machines, their control systems and the methods of flying. These are all fully illustrated.

A valuable book for all interested in aviation and helpful to the shopman and garage mechanic who wishes to start the study of aeronautics so he can be ready to go into the new industry which is developing so rapidly. 247 pages, 140 illustrations, 600 questions and answers on Aviation. Published by the **Norman W. Henley Company**, 2 West 45th St., New York City.

How to Make Lampshades. By Ruth Collins Allen and Curtiss Sprague. A delightful inspiration for those artistically inclined and particularly interesting and instructive to art students and teachers.

Not only is the mechanical direction explained in detail, but this book is crowded with designs, motifs and decorative suggestions, all of which completes the picture of the finished artistic lampshade, especially in vogue today. \$1.00. **Bridgman Publishers**, Pelham, New York.

Curtiss Sprague is also the author of "How To Make Linoleum Blocks", by the same publishers, which is a most complete and instructive book on this interesting subject. This handbook

is of great value to every teacher, art-student, letterer and engraver. Not only are the mechanical essentials of linoleum block-printing explained, but the beautiful illustrations make this a worthy addition to any library. 64 p. 40 ill. \$1.00.

Man Rises to Parnassus is the alluring title of a volume by Henry Fairfield Osborne and published by the **Princeton University Press**, Princeton, New Jersey. Osborne is one of the great evolutionists, and represents the best modern thought in this field.

The present volume of 235 pages is profusely illustrated with full-page plates and many graphs and diagrams. Osborne traces in a convincing manner the gradual rise of the higher power of man, in this volume, which is a fitting sequel to his "Man of the Old Stone Age" (\$2.50).

Elementary and Intermediate Texts in Gregg Shorthand are described in a 32-page illustrated bulletin issued by the Gregg Publishing Company, which has Pacific Coast headquarters in San Francisco. In this booklet an effort has been made to give teachers a clear idea of the scope and purpose of the elementary and intermediate text material available for the teaching and learning of Gregg shorthand.

Francis M. Bacon, lecturer in education at the University of California, has accepted the position of dean of men at the University of Southern California. Mr. Bacon took a prominent part in civic and educational affairs in the Bay region and became widely-known in the field of social education.

For several years he served as president of the Berkeley Central Council of Social Agencies. The University of Southern California is to be congratulated upon securing so progressive and capable an educational worker as Professor Bacon.

NATURE OF CONDUCT.—By Percival M. Symonds, associate professor of education, Teachers College, Columbia Univ. Author of "Measurement of Secondary Education". **Macmillan Company**, New York. 1928.

STUDIES IN DECEIT. Studies in the nature of character. By the Character Education Inquiry Teachers College, Columbia University, in co-operation with the Institute of Social and Religious Research. (1) Studies in Deceit, Book One, General Methods and Results.—By Hugh Hartshorne and Mark A. May. Book Two, Statistical Methods and Results.—By Mark A. May and Hugh Hartshorne. **Macmillan Co.**, New York. 1928.

PROBLEM OF INDIAN ADMINISTRATION. Report of a survey made at the request of Honorable Hubert Work, secretary of the Interior. Survey Staff: Lewis Meriam, technical director; Ray A. Brown, Henry Roe Cloud, Edward Everett Dale, Emma Duke, Herbert R. Edwards, Fayette Avery McKenzie, Mary Louise Mark, W. Carson Ryan, Jr. and Wm. J. Spillman. **Johns Hopkins Press**, Baltimore, Md. 1928. (Institute for Government Research. Studies in Administration.)

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Childrens Book Week in California

California school people, librarians, and all who are interested in the literature and reading habits of young people, will find much helpful material in this advance notice concerning Children's Book Week, and also in that section of the magazine which is devoted to book reviews and notices, and publishers announcements.

PROGRESSIVE California teachers, school librarians, P. T. A. groups, and many local educational societies are actively planning for the observance of Children's Book Week, November 11 to 17, 1928.

Everywhere there is a growing realization of the importance of children's reading. With the increasing wealth of printed and visual materials of every sort, the need for discrimination becomes ever more apparent.

Under the auspices of the National Association of Book Publishers (with headquarters at 25 West 33rd Street, New York City) two excellent bulletins have been made available to all interested California teachers. The first is entitled "Grade School Projects for Book Week".

The second deals with high school projects for Book Week. These pamphlets outline attractive projects which have been used in successful Book Week observances.

A Co-operative Enterprise

Book Week was organized to dramatize and intensify national interest in children's reading. The American Library Association, the Boy Scouts of America, the American Booksellers Association and a group of publishers planned the first observance. Now many additional national organizations take part annually, among them the General Federation of Women's Clubs, the National Congress of Parents and Teachers, the Girl Scouts, the Camp Fire Girls and the National

Education Association. The week is one of the welcome events in the California school calendar, and is marked by interesting programs and exhibits, and visits to public libraries and bookstores.

In many California towns the entire community takes part in this annual book festival, the churches, women's clubs, business men's clubs, parent-teacher associations, schools, department stores, book stores, libraries, and newspapers all participating.

Own and Read Good Books

Their aim is to bring all the boys and girls of the city in touch with the delight of reading and owning books, during Book Week, and then to guide their reading and buying throughout the year, so that books will become a part of every California child's daily life.

The books published for young people in recent years have a vitality, honesty and imaginative quality, reflecting the wide horizons of the modern world. The new books are taking their places alongside the charming editions of older masterpieces, on children's own bookshelves and in the school and public libraries. Great care is expended by the publishers on illustrations and typography, and boys and girls delight in the format of the new books as well as their contents. Many reviews of new publications and general articles on children's reading appear in California magazines and newspapers at the time of Book Week, and the year round. Begin November plans now.



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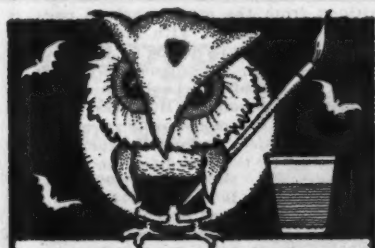
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NOTES AND COMMENT



Items of Public Interest from Proceedings of the State Board of Education

Wm. John Cooper, Secretary

STATE Board of Education met in regular quarterly session at the Fairmont Hotel, San Francisco, July 11, 12, 1928, all members being present except Mr. Gray. President McLane was in the chair.

The next quarterly meeting of the board was called for October 4, 5 at Hotel Del Monte in conjunction with the annual convention of superintendents.

The following conferences were approved: vocational conferences at Berkeley and Los Angeles; a rural supervisors' conference and a teacher training conference to be held in conjunction with the superintendents convention; and a conference on training for librarianship.

All presidents of the state teachers colleges and the principals of special schools were formally confirmed as were the faculty lists of all the institutions submitted.

Appointments to membership on the State Curriculum Commission were formally approved as follows: John A. Hockett, University of California; Julia L. Hahn, kindergarten-primary supervisor of San Francisco, for terms of four years succeeding themselves; L. E. Chenoweth, classification changed from county superintendent to city superintendent, vice Superintendent Fred M. Hunter, resigned; Ada York, San Diego, classification county superintendent, vice Superintendent L. E. Chenoweth, for unexpired term of three years beginning August 29, 1928.

The board formally received copies of a report of the investigation of supplementary textbooks, made in accordance with an Act of the 1927 legislature.

The acceptance of a new site for the San Diego State Teachers College, was reported donated by the Bell-Lloyd Investment Company, consisting of 125 acres of land, together with a cash donation from the company and from Mr. Bell personally, totaling \$50,000, and the passage of a bond issue by the electors of San Diego authorizing the city schools to purchase the college for \$325,000. The board directed the secretary to express its appreciation to the Bell-Lloyd Investment Company and to Mr. Bell personally; and appointed a committee of five to co-operate in developing the plans for the San Diego State Teachers College.

The State Civil Service Commission submitted the names of three persons who had successfully passed the qualifying examination for chief of the Bureau of Business Education in the State Department. Upon recommendation of Nicholas Ricciardi, Chief of the Division, the Director of Education nominated Ira W. Kibby, who was duly elected to hold this position.

The report of the department auditor, H. M. Lynn, was received and formally accepted, to-

gether with the recommended pay-roll in the Department of Education for the current year.

The Textbook Committee, consisting of Mr. Adams, Mrs. Coolidge and Mrs. Short, reported the receipt of the recommendations from the State Curriculum Commission recommending Freeman's Correlated Handwriting Compendium for use in grades one to six. After affording hearing to the representatives of the publishers the committee accepted the recommendation of the Curriculum Commission and the board authorized the State Printer to print, at as early a date as possible, the number of copies of each of these books needed for use in the state contracts with the publishers to be executed for use of the plates and copyrights for a period of four years at a royalty of 1½ cents per book.

The list of new textbooks for use in high schools and the texts offered for re-adoption was received and formally adopted.

The secretary presented revisions of the board's rules in Section II, on methods of keeping attendance in secondary schools; Section XII, on junior college courses of study; and Section XIII, on high school courses of study. After discussion and minor amendments, these were formally adopted.

A course of study in art intended for rural schools, was accepted by the board and ordered printed.

Petitions from the state teachers colleges to grant the A.B. degree with major subjects in various fields were approved; petitions from the Broadoaks School, Pasadena; Miss Fulmer's Kindergarten Training School, Los Angeles; and the Armstrong School of Business Administration, Berkeley, for continuation upon the list was granted subject to keeping their standards up to those set by the board for the State Teachers Colleges.

Contracts were signed on July 26 for the erection of additional classrooms on two of the schools in **Huntington Park**. Superintendent Charles L. Johns hopes to have the additions ready for the opening of next term. The contracts call for an expenditure of \$50,795.

W. S. Bower, principal of the Menlo Park School is having plans prepared for a new auditorium to cost about \$25,000.

The **Ambrose School**, Contra Costa County, is to have a new school. Bids for the construction were opened recently and the lowest was \$9,271.

The **Ramona District**, San Diego County, in July sold bonds to the amount of \$28,000 for the construction of a new school.

Superintendent Robert L. Bird of San Luis Obispo County has appointed C. Russell Hoyt, principal of the Fremont Grammar School, supervisor of rural schools of the County. Mr. Hoyt takes the place of L. J. Henry who will teach in Los Angeles this year.

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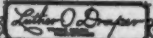
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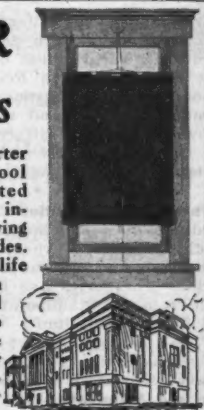
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The San Lorenzo School Board called an election August 4, for a \$26,000 bond issue to rebuild the school house recently destroyed by fire.

The \$26,000, added to \$44,000 from fire insurance, a total of \$70,000, will build a permanent unit of perhaps six rooms, which when finished will house most of the 300 children in the district.

• • •

A. Appleton and Company, publishers, 35 West 32d Street, New York City, have brought out "The Uncle Wiggly Book", by Howard R. Garis. Max J. Herzberg of the Newark Central High School has furnished editorial co-operation, and Lang Campbell has provided many illustrations in color. This admirable new supplementary reader for the primary grades is constructed on good pedagogic lines.

• • •

A survey of 414 private schools with a national enrollment of 52,000 pupils, has been made public by the advertising firm of N. W. Ayer & Company, which shows that about \$48,000,000 is being spent this year for private school tuition. Although the number of schools reporting excellent enrollment has been declining steadily for three years, the report says that this year's percentage is six points higher than the low mark made in 1922. The schools of New England appear to be the most flourishing, but the middle west has the greatest gain on the single factor of percentage of full schools.

• • •

W. B. Munson has accepted appointment as Assistant Superintendent of Fresno City Schools, succeeding O. S. Hubbard who becomes Superintendent. Mr. Munson has served most successfully as principal of several Fresno junior high

schools. In 1927 he was elected principal of the Theodore Roosevelt High School, to be opened this fall. He is a Cornell University man and has made an admirable worker in the California school field.

• • •

William A. Otto, formerly principal of the Mountain View High School, has accepted appointment as principal of the Theodore Roosevelt High School in Fresno. Mr. Otto was in school work in Fresno city and county for a number of years and is widely and favorably known in central California. He graduated from the Illinois State Normal University, Wisconsin College of Music, and University of Michigan.

• • •

The Cora L. Williams Institute of Berkeley conducts as a community service a series of studio programs. These are given on Sunday afternoons and present leading musicians of the region. The series has high educational merit, both from the standpoint of creative expression and art appreciation.

• • •

Evelyn Moulin is acting secretary of the California Association of Supervisors of Child Welfare and Attendance. She is connected with the Bureau of Attendance and Guidance of the San Francisco Public Schools. She reports that the California supervisors, at their Yosemite Conference, pledged themselves to securing the extension of the rights and privileges guaranteed to teachers under the retirement salary act to regularly certificated attendance supervisors.

The supervisors have requested that the State Board of Education permit attendance supervisors holding valid credentials to have their experience as supervisors of attendance counted toward a long term renewal of the teaching credential.

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SAN DIEGO City Teachers Association has the following officers: President, Miss Beth E. Johnson, 4366 Maryland street; Secretary, Miss Ruth Schiferle, 2263 Hickory street. Other officers: First Vice-President, Edw. LeRoy Moore; Treasurer, Miss Blanche Naylor. It has a membership of six hundred and fifty, and publishes a bulletin.

The San Diego Teachers Association has nearly 500 of its members in the C. T. A., and about the same number in the N. E. A. We have quite a number of 100 per cent schools, and hope to establish a record for local, state and national organizations memberships.

A party held at the U. S. Grant Hotel netted close to \$200 for its local welfare fund.—Helen M. Cattermole, Executive Secretary.

A. R. Clifton, Superintendent of Schools, Monrovia, is N. E. A. State Director for California and Past President of the Southern Section of the California Teachers Association. Recently the teachers in the Monrovia school system presented Mr. Clifton with a life membership in the National Education Association. Mr. Clifton is highly esteemed by all who know him and particularly by the teachers in his schools. The presentation of the life membership was accompanied by a delightful letter expressing appreciation of his educational leadership.

The Missouri State Teachers Association recently held the dedication exercises of its new building and headquarters in Columbia, Missouri. The Missouri State Teachers Association was organized in 1856. Its slogan for 1927-28 is "Every teacher in Missouri a member of M. S. T. A.—Every county completely organized—Every teacher a member of local organization." The next annual meeting occurs at Kansas City November 14-17, 1928. E. M. Carter is secretary-treasurer and is also secretary of the Reading Circle Board.

There has been organized recently a **San Mateo Junior College Teachers Association**. Mr. P. N. Annand is the new president and Ada Beveridge is the secretary-treasurer. The purpose of the organization is to study junior college problems of a general nature and to foster movements for the general good of teachers.—Robert J. Hopkins, Junior College, San Mateo.

California Elementary School Principals Association, Southern Section, held its Spring meeting in the Polytechnic High School at Los Angeles. Educators from Santa Barbara to the southern border of Imperial County gathered for this meeting. Music numbers were furnished by the Junior College and John Muir Technical High School of Pasadena. Dr. F. P. Woellner, professor of education at the University of California at Los Angeles, gave a brilliant and inspiring address, on the subject "Some Principles of Supervision Needing Emphasis."

Every principal, vice-principal, superintendent or assistant superintendent having charge of elementary schools only should send in their \$2.00 membership fee without waiting to be solicited. We need the active support of all. Checks may be made to and sent to W. C. Conrad, treasurer, 2216 Superior Street, Venice.—C. A. Pugsley, President, The California Elementary School Principals Association, Southern Section, 732 Van Nuys Building, 7th and Spring Streets, Los Angeles, California.

The National School Supply Association recently held a regional meeting in San Francisco at the Palace Hotel. The Association has its headquarters at 53 West Jackson Boulevard, Chicago, Illinois. The executive secretary is T. W. Vinson. The other officers are O. U. Hoover, president; R. A. Fife, first vice-president; R. T. Clayton, second vice-president; Frank Bruce, secretary; E. G. Bentley, treasurer. Its slogan is "Service to the School Children of America."

At **Westminster, California**, a kindergarten was added to the school with the opening of the Fall term. Two additional rooms also were added to the school buildings erected last summer, owing to the rapid increase in school attendance.

Hollister is to have a new \$100,000 unit for its high school plans. W. H. Wilkes of San Francisco is the architect. James Davis is principal.

The night school of adult classes at Hollister is proving highly valuable, according to county superintendent, **Mrs. Catherine Gray Hooton**. It has grown to be one of the best educational institutions in the county and now has an enrollment of 125.

The **Manteca High School Board** has continued the purchasing of school supplies on a competitive basis, giving the county purchasing agent the same opportunity to bid as regular school supply companies.

A three-year probationary period is required of all teachers by the **Manteca High School Board**, before permanent status is granted. This is in accordance with the Tenure Law.

Mother and Unborn Child. A little book of information and advice for the prospective mother. By Samuel Raynor Meaker, associate professor of gynaecology, Boston University School of Medicine.

A book which tells simply and plainly those things about the "most momentous occasion" which every mother wishes to know. Cloth, gold stamped, 5% x 8, 198 pages, 22 illustrations; indexed; price \$2.50; The Williams & Wilkins Company, Publishers of Scientific Books and Periodicals, Baltimore, Maryland.

Dr. William F. Shaw is president of the National Health Council. The executive officer is Thomas C. Edwards. The headquarters are at 370 Seventh Avenue, New York City. The object of the Council is the co-ordination of the activities of the members of the Council and such other activities for the betterment of health as may be determined.

I feel that the enrollment of the teachers here based upon **one hundred per cent enrollment** in the California Teachers Association is indicative of real interest on our teaching staff in the work of the California Teachers Association. While we are in a section by ourselves, as it were—a section devoted to the handicapped child—we also have a very great interest in the general welfare and problems of the normal child.—George W. Berry, California School for the Deaf, Berkeley, California.

W. G. Martin who organized the Central Union High School in Fresno County and served his sixth year (1927-28) as principal of that school was unanimously re-elected by the board and given a year's leave of absence. The leave of absence was granted to enable Mr. Martin to organize the San Joaquin College of Commerce of which he has been selected president.

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Chairman, Appreciation Committee, Music
Supervisor's National Conference

WITH the announcement of a series of symphony concerts under the direction of the internationally famous conductor, Walter Damrosch, to be broadcast to schools each Friday from October 26th to May 10th, it would seem that Education by radio has commenced in earnest.

All progressive educators have been eager to use the radio as an additional tool for teaching, but the questions "when, where and how" have been hard to answer.

A vast amount of experimenting has been done in the past. Oakland, California was one of the first cities to attempt classroom listening. The Detroit Orchestra has broadcast its children's concerts for three years; regular morning lessons have been broadcast for nearly two years in Chicago; the state of Connecticut carried on an experiment in broadcasting to rural New England; and Cleveland has had an established course of study for three years with the children's concerts of the Cleveland Orchestra serving as high points. In addition to musical programs a variety of lectures has been broadcast by university extension departments and individual stations.

The Radio Corporation of America, which is acting as sponsor for this series of programs, realizes the magnitude of the project it is undertaking. Accordingly, a division of education has been established to make contacts with the schools of America.

An advisory council and a larger advisory committee composed of school superintendents as well as music supervisors has been formed in the hope that broadcasting may be so organized as to supplement and not supplant other school activities in the hope, too, that means will be devised whereby its value will be more than transient pleasure.

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A California Players Guild

IN many progressive American cities there has developed in recent years the community play house idea. California has many such dramatic groups. The Players Guild of San Francisco has a particularly high rating in the field of dramatic production.

Founded in 1912, the Guild is now closing its sixteenth season in San Francisco, and is exceedingly proud of the fact that it is the oldest organization of its kind in the United States.

Arrangements have been made to secure "The Dybbuk", a Hebrew classic from the pen of S. Ansky, for an early offering. "The Guardsman" by Mollere has been secured, as has "Ned McCobb's Daughter", written by Sidney Howard. Noel Coward's "Fallen Angels" and "The Witch", a translation from the Norwegian, written by John Masefield, are also included in the list of stellar attractions.



Miss Estelle Carpenter, director of public school music, San Francisco, and widely known in California educational circles, has recently returned from an Eastern trip.

Stockton Teachers' Federation

STOCKTON, California, has an educational organization which is believed to be unusual in its composition and ideas for growth and effectiveness in the community. The nature of the organization is that of a modified federation, called the Stockton Teachers' Federation, with the purpose, as stated in its constitution, "to initiate and support forward looking educational policies, to further professional interests and to promote social relations between the teachers of Stockton, and between the teachers and the community".

For many years, in Stockton, organizations devoted to specialized interests of teachers have functioned effectively but without any connection with each other, or any machinery for united effort. It was believed by leaders in the specialized groups that many of the educational interests concerned equally all the groups and that, through lack of any centralized organization, there was loss of opportunity for effective cooperation.

It was felt, however, that the formation of a new and larger association of the usual form might tend to sap some of the strength of the smaller organizations which were doing very effective service, each in its own field. The need has been met by the organization of all of the specialized groups into a federation, the governing body of which is a council composed of representatives of the specialized groups, in pro-

portion to membership, with officers elected at an annual meeting where all members of all of the federated organization are entitled to vote.

The federated organizations are: Stockton Elementary Teachers' Association, College of the Pacific Faculty Association, Grade Principals' Association, High School Federation, Stockton Evening High School Teachers' Association and Schoolwomen's Club.

The standing committees of the Stockton Teachers' Federation are: Research, Publicity, Inter-Club Relations, Legislation, Library, and Social. The Research Committee is giving consideration to such problems as that of the unadjusted children of Stockton and the question of mechanical aptitude tests suitable for use in vocational guidance. The Library Committee is organizing an Exchange Book Club in which books of an educational and general nature will be purchased and loaned. Among other duties the Publicity Committee is to publish monthly a bulletin devoted to the work of the Council and standing committees and matters of general interest to the Federation.—Mary E. McGlothlin, Past President Stockton Teachers' Federation.

"False Advertising" is the title of an exposé of the propaganda against margarine and the margarine industry, by J. S. Abbott, secretary, **Institute of Margarine Manufacturers**. This 24-page bulletin is published by the Institute of Margarine Manufacturers with headquarters at 1049 Munsey Building, Washington, D. C. The Institute has issued 12 bulletins dealing with margarine as a valuable wholesome food.

Ernest E. Oertel, principal of the Orestimba Union High School, was re-elected at an increase in salary of \$400, making his salary for this year \$4000. This rather large increase was given by unanimous vote in appreciation of Mr. Oertel's work in building up a good school spirit and in creating a better relation between the school and the community.



Melroe Martin

Melroe Martin is new superintendent of schools at Ventura, and long-time worker in the California Teachers Association. Mr. Martin, formerly at Albany, is a prominent California schoolman.

J. Frances Emans is editor of the California Woman, published by the California Federation of Business and Professional Womens Club, Inc. Headquarters are at 402 Edison Building, Los Angeles.

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Dr. Monroe E. Deutsch, dean of the college of letters and science at the University of California, has entered the ranks of the educational workers who are opposed to the plan of President Ray Lyman Wilbur calling for the elimination of the first two years of the present university system, making the present upper division preliminary to professional work.

"Make the American college four-square and four years," is the plea of Dr. Deutsch, opposing the junior college plan.

"A simple solution to the junior college demand would be the establishment on a university campus of a number of collegiate units, with 200 or so students and a collegiate faculty, but with the library and laboratory facilities of the university available."

A "Preventorium" for Virginia teachers who need preventive medical treatment has been provided by the Virginia Education Association. It will be located at Charlottesville, in the hospital units of the University of Virginia, now under construction, and will embrace twenty rooms, accommodating twenty patients at a time. Under the arrangement entered into with the university, a contribution of \$40,000 is made by the association toward the cost of the building, \$20,000 of which has already been paid, the remaining \$20,000 to be paid upon completion of the building. The charge to teachers will be \$4 per day, with a minimum charge of \$15 to any patient. This will cover the cost of professional service, room, nursing, board and so on. Physicians and surgeons of the hospital agree to make no charge to patients in the preventorium.

A convention on the Professional Preparation of Teachers for Western Rural Schools was held in Los Angeles in June. It was called by Hon. Jno. J. Tigert, United States Commissioner of Education and directed by Mrs. Katherine M. Cook, Chief, Division of Rural Education, U. S. Bureau of Education. Walter B. Crane, President, California Teachers Association, represented that body at the convention. Professor H. L. Eby of the University of California at Los Angeles made an admirable statement concerning Student Guidance. The four sessions were well-attended and fruitful in capable discussion.

In Santa Barbara the maximum pay of elementary, junior and senior high school teachers was increased. The maximum for elementary school teachers was raised from \$1900 to \$1950 per year, making a total annual increase of \$3050, and the maximum for junior and senior high school teachers was increased from \$2500 to \$2600 per year, causing a total annual addition to the salary budget of \$3400.

Elementary teachers are started at \$1500 per year and increased \$50 per year until the maximum is reached. Junior and senior high school instructors start at \$1700 and are increased \$100 per year until they reach the maximum.

Sam Hume, widely known in dramatic circles, is now "Chief of the Division of Vocational Education" to promote the study of "dramatic, musical and art activities in the schools and to advise communities in the promotion of these activities including pageants". Teachers, boards

of education, P. T. A., or women's clubs interested can apply to Mr. Hume at Sacramento in care of Superintendent William John Cooper.

Dr. Elwood P. Cubberley, Dean of the School of Education, Stanford University, calls attention to the new Education degree to be offered at Stanford, for a three-year graduate course.

The Board of Trustees of Stanford University has recently approved a plan, submitted by the faculty of the School of Education, for the establishment of a three-year graduate program of study leading to the professional degree of Doctor of Education (Ed. D.), and after much the same plan as that now followed at Harvard. The new degree is to be primarily a professional degree, analogous to J. D., M. D., D. D., and Engineer.

Mrs. Avery Lindsey Kemmerle, principal of the McKinley School at Burlingame, in an address at a Deans' Luncheon made the following statement concerning the training of adolescent girls:

"We must direct a girl's mind toward the preparation of herself for some career. Many girls have no thought of training themselves for any work because they intend to get married. If she has a goal in sight that she would like to obtain before marrying, she is more likely to steer past some of the enticing by-ways that present themselves; but really lead down into canyons of misery and disappointment. Her marriage should be one of her finest missions, approached, not by winding, weedy paths, but by a great broad highway of womanly dignity, wisdom, and virtue."

Dr. E. W. Tiegs, formerly assistant superintendent of schools at Minneapolis, has been elected Dean of the University College, University of Southern California. Dr. Tiegs took his degree at University of Minnesota in 1927 while connected with the public schools of Minneapolis. In September of that year he began his service with the University of Southern California in the capacity of an acting dean.

• • •

E. J. Hummel, Superintendent of Schools, Beverly Hills, California, reports that \$375,000 will be spent at once there for more land and buildings. The school enrolment has grown rapidly from 700 children in 1925 to 1600 at present. Mr. Hummel accepted re-election and is making an excellent record in one of California's favored communities.

• • •

David E. Martin, Alameda County Superintendent of Schools, and member of the Board of Directors of the California Teachers Association, in a recent address before the Alameda Veterans Service Club declared that character development rather than academic proficiency is the most important aim of the modern school.

• • •

N. O. Moore is instructor in the Polytechnic High School Print Shop at Riverside. He is also author of an admirable booklet of verse entitled "Rhymes, By No Plus". The brochure was beautifully printed in two colors by the high school print shop. Mr. Moore is a whimsical versemaker and has written both humorously and well.

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CURRENT EVENTS

(Concluded from Page 14)

News, I went to Ukiah to attend the North Coast Section of the California Teachers Association. The instructors at this meeting were: William John Cooper, State Superintendent of Public Instruction; Roy W. Cloud, secretary California Teachers Association; Vaughan MacCaughey, editor Sierra Educational News; Willard E. Givens, superintendent of Oakland Schools; Mr. Ralph W. Sweetman, president of Humboldt State Teachers College; Mr. N. Bradford Trenham, secretary California Taxpayers League; and Glen H. Woods, Director of Music, Oakland Public Schools.

Ukiah is just at the beginning of the world famous Redwood Highway. It derives its name from the Ukiah Indians who have been in the section from time immemorial. The mountains surrounding this settlement gives it a beautiful setting. The sessions of the convention were all interesting. Mr. Fred Patton, county superintendent of schools of Mendocino County, presided at the different Institute sections while the meetings of the Association were under the direction of A. O. Cooperrider, principal of the Arcata High School who has been president of the North Coast Section for the past two years.

The officers elected for the coming year are,—president: W. A. Chessall, vice-principal of the Ukiah High School; vice-president: Edwin A. Moore, Crescent City; secretary-treasurer: Mrs. Annie R. Babcock of Willits, Mendocino County; Council member for two years: George B. Albee, city superintendent of schools of Eureka. Mr. Roy Good, present acting president of the California Teachers Association, is a director of the Association but his term as such does not expire until next year.

One of the interesting features of the meeting was a talk by Alta Cartwright, a graduate of the Humboldt State Teachers College, a Humboldt county teacher, who had just returned from Europe where she had been one of the victorious contestants in the Olympic games and was hailed as one of the champion athletes of the United States. Miss Cartwright in a most interesting manner described her journey to Amsterdam and told of the customs of that city. She also vividly described some of the events of the big games.

Oakland Schools

Return home was made on Wednesday and on the afternoon of that day I found myself in the auditorium of the fine new \$750,000 Oakland High School where the teachers of Oakland tendered Superintendent and Mrs. W. E. Givens a welcome to the City of Oakland. The Givens' are no strangers to Oakland as Superintendent Givens before his successful superintendency in San Diego, was assistant superintendent of the Oakland schools. While serving in that capacity he so endeared himself to the teachers, officials, and parents of the community that when Superintendent Fred M. Hunter announced his departure to become the president of Denver University, Mr. Givens was at once the unanimous choice of the board of education of Oakland as his successor.

The new Oakland High School is a wonder-

fully beautiful building and comprises within itself all that is modern and worthwhile in school architecture. It would seem almost impossible that boys and girls could go to such a wonderful temple of learning and not imbibe the lessons of good citizenship which they should have in their journey along the educational road.

The columns of the Sierra Educational News were held open in order that this description of California school visiting might be made. Other institutes and school meetings which followed during the month will be described in the next issue.

* * *

Orange Faculty Club

FACULTY CLUB of Orange Union High School is composed of all of the teachers as well as the wives of the married men. We always have a social gathering in the fall—picnic or banquet—to welcome new members and a farewell party at the end of the year and usually two or three other functions.

This year we are welcoming a new principal, Mr. A. Haven Smith of Redlands, California and will probably have a party soon after school begins as a reception to Mr. and Mrs. Smith. As a society we try to support all worthy activities of Orange, such as the Chamber of Commerce. We always take out group memberships in the Chamber of Commerce, in addition to the individual ones that many take.

One of the most outstanding activities of this organization is the annual presentation of a Faculty Play, the proceeds of which go to the upkeep of a scholarship fund. We usually clear several hundred dollars each year in this way and keep all the money as a student loan fund.—Martha Schmitt, Secretary.

* * *

Frederick H. Meyer, director of the California School of Arts and Crafts, was one of the Californians in attendance at the Sixth International Art Congress held in Prague, Czechoslovakia. Mr. Meyer has been traveling in the eastern United States and in Europe, visiting the leading art schools and galleries. He is particularly interested in the modern note in fine and applied arts, with a view toward bringing back the newest ideas to the Oakland art school.

Others from Northern California who attended the Prague Congress are: Aaron Altman, art director for the San Francisco schools; Pedro Lemos, Palo Alto, editor of School Arts Magazine; Evelyn S. Mayer, instructor in art at the San Francisco State Teachers College; and Mrs. William S. Rice, who is active in Parent-Teacher circles in Oakland.

* * *

Henry Otto Dyck on September 10 was made principal of the Metropolitan High School, Los Angeles, to succeed the late Walter B. Crane, president of the California Teachers Association. Mr. Dyck was vice-principal of the school under Mr. Crane. He is a man of fine personality and education and will handle part-time training in Los Angeles in a manner that will make it both effective and popular.

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<i>James A. Garfield Junior-Senior High School</i>	<i>Los Angeles</i>
<i>Galt Union High School</i>	<i>Galt</i>
<i>Fall River Joint Union High School</i>	<i>McArthur</i>
<i>John Muir Technical High School</i>	<i>Pasadena</i>
<i>Santa Ynez Valley Union High School</i>	<i>Santa Ynez</i>

Following are some of the schools having a range between 75 and 100 per cent Associate Membership in 1927-28:

<i>Sweetwater Union High School</i>	<i>National City</i>
<i>Santa Maria Union High School</i>	<i>Santa Maria</i>
<i>Alameda High School</i>	<i>Alameda</i>
<i>Marin Union Junior College</i>	<i>Kentfield</i>
<i>Kingsburg Joint Union High School</i>	<i>Kingsburg</i>
<i>Alexander Hamilton Junior High School</i>	<i>Oakland</i>
<i>Washington Union High School</i>	<i>Centerville</i>
<i>Lakeview Junior High School</i>	<i>Oakland</i>
<i>Kern County Union High School</i>	<i>Bakersfield</i>
<i>Lowell Junior High School</i>	<i>Oakland</i>
<i>Santa Barbara High School</i>	<i>Santa Barbara</i>
<i>Kelseyville Union High School</i>	<i>Kelseyville</i>
<i>Palo Alto Union High School</i>	<i>Palo Alto</i>
<i>Thomas Starr King Junior High School</i>	<i>Los Angeles</i>
<i>Riverside Girls Junior High School</i>	<i>Riverside</i>
<i>Woodrow Wilson Junior High School</i>	<i>Pasadena</i>

California Society of Secondary Education

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